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ABSTRACT

Approximately 200 studies were conducted on the Open Education Faculty (OEF) in Turkey between the years 1982 and 1997. This book aims to inform researchers on the literature about the OEF. The book consists of four main chapters. The first chapter is an introduction which gives an overview of worldwide distance education efforts and presents a brief history of the OEF in Turkey. The second chapter presents bibliographic information of the 201 studies on the Open Education Faculty between 1982-1997, and the third chapter provides abstracts of these studies. The fourth chapter contains lists of various support materials, including brochures, newspapers, guides, bulletins, and in-service publications. Includes subject and author indexes. (AEF)

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ANADOLU ÜNİVERSİTESİ

A REVIEW OF THE LITERATURE ON THE OPEN EDUCATION FACULTY IN TURKEY (1982-1997)

A revised and expanded third edition

UĞUR DEMİRAY

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by Uğur DEMİRAY

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this study is
dedicated to
all authors
who have studied
and will study about
The Open Education
Faculty and its related
subject activities
and of course
In memory of
my beloved teacher
Prof. Dr. Yahya ÖZSOY

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My desire is to reach domestic and a foreign Distance Education researcher target, and to be functional in their studies dealing with The Open Education Faculty and its related subjects through this study. This is exact and the biggest willing of me. Once more thanks here to everybody who have helped and contributed at any level to this study.

September-1997
Eskişehir/TURKEY

Dr. Uğur DEMİRAY
Anadolu University

PREFACE FOR THE THIRD EDITION

The first edition of this study (including conducted studies between 1982-1990) was published in 1990 . The second edition of this study revised and expanded version including 1982-1992 period was prepared and published in 1994 for the serial reasons as follows:

First of all, 1992 was the 10th Anniversary of The Open education Faculty. Studies in this study cover ten year period since the beginning of OEF. Secondly, I had to add studies which were conducted between 1990-1992 period and missing in the first edition. Thirdly, the First edition of this study was published as 500 copies and all copies were distributed to the people and institutions on their request.

Consequently, I needed to complete and publish the third (revised and expanded version of 1982-1997 period) edition of this literature review at this moment which is very important for me on the 15th Anniversary of The Open Education Faculty.

I hope, the study to be reconducted or review in every five year time period. I am quite happy to be a pioneer in this type of study for The Open Education Faculty and to be a person in the field since its beginning.

September -1997, Eskişehir Prof. Dr. Uğur DEMİRAY

CHAPTER I

INTRODUCTION

ON DISTANCE EDUCATION CONCEPT AND ITS RUNNING IN THE WORLD

Communication technologies have a manipulative power and effect on the field of education in general. These technologies have been increasingly used in education and training for many years to meet different needs. This situation, increasingly use of technologies in education and training, have brought up some new disciplines, or study fields, into education field. Distance education is one of the newest forms of education which basically depends on these communication and information technologies . As a new and modern approach to deliver instruction, distance education has been increasingly used by many corporations and organizations for both formal and non-formal educational settings in the United States and all around the world.

It has been realized by the corporations, institutions, colleges and universities that, when properly and timely used, distance education is one of the most effective, economical, and productive ways of delivering instruction. This fact caused them to employ distance education to deliver training and education to their personnel, clients and students in a cost-effective way at a high quality. That is one of the reasons that DE, has been receiving more attention recently, especially during the late 1980 and 1990. The reason for such a trend is clear: the challenge of delivering more training to more people on more subjects with higher impact and effectiveness, and in a much more effective way can be met efficiently through DE methods and techniques. While a new century is approaching, it seems that distance education is going to be one of the most widely used mode of delivering instruction in almost all areas, but especially in corporate training and education. (Akyürekoğlu, 1995).

Distance education system is applied by over than 200 countries which advocates itself as an alternative according to convertional education, inserted modern communication means to its operation for to be functional or to render service meeting

needs of masses. Of course it is not true to say that distance education is unique alternative to all education systems, especially of the conventional education.

"In the last ten or fifteen years, distance learning has boomed in all over the world. Large open universities enrolling over two million students have been established in Asia, including the Chinese Radio and Television University, the Sukhothai Trammathirat Open University (STOU) in Thailand, the Universitas Terbuka (UT) in Indonesia, and a half-dozen open universities in India.

Korea continues to rely on correspondence schools to meet its goal of universalizing secondary education - as Japan did until very recently. In the Middle East, distance learning institutions have also expanded. The ANADOLU Open University in Turkey, with its over seven hundred thousand students, has already trained and graduated two hundred thousand teachers, and its programs now reach more than two an half million Turkish citiziens who are living in Germany end West Europe Counries. Additionally the Open Highschool started to distance education in 1992. And now, it is five years old and its students population is reached nearly one hundred.

In Africa, smaller institutions and distance programs have taken hold. Following the tradition of Colombian radiophonic schools of the late forties, Latin America displays an exciting array of distan ce learning instutions. Some programs are like UNED (Universidad Estatal a Distancia) in Costa Rica and APEC (Centro de Accion Pro Educacion y Cultura a Distancia) in the Dominican Republic are very small. Other programs like Mexico's twenty-year-old Telesecundaria or Brazil's Telecurso reach several million secondary students day by day (Oliveria, 1988).

Distance Education has proven particularly useful for training people in remote locations who can not attend classes at universities. Studying at home, using distance education materials, allows individual adults to work in various sectors of economy to update their skills, knowledge and continue their own

training. Distance education programs have also become increasingly popular with people in urban areas who want to study at home in their own free time or after work without the long evening commute to campus.

But, it must not be forgotten that distance education system has some certain characteristics as a difference on being functional and reach to its target's aim of this system, according to the conventional systems. For this reason, many countries have adopted and put distance education in to practice for their multi-aimed on multi-functional strategies.

Distance education is described basically as any of the various forms of study which separates teachers and learners except for supplementary face-to-face contacts and where teaching is conducted through a range of media. Students in distance education are, therefore, responsible for their own progress, in the sense that they must make their own arrangements about where and when to study, work without direct supervision, and basically develop skills in self-pacing and self-evaluation. Most students, however, lack the experience to adapt readily to this kind of study.

Although " there is a great deal of confusion about terminology in the distance education field" (Moore, 1991), there are some definitions which describes distance education. Before giving a definition of distance education, it should be pointed out that distance education is not an opposite form of face to face, or conventional, education. It is not synonymous with all learning-teaching arrangements that are not face to face (Wedmayer) nor to be defined as the opposite of face to face education (Perry). Face to face instructional methods can be used in distance education whenever possible and necessary and educationally appropriate (Moore, 1987).

The U.S. Department of Education's Office of Educational Research and Improvement defines distance education as "the application of telecommunications and electronic devices which enable students and learners to receive instruction that origi-

nates from some distant location" (Bruder, 1989,.p.30). It is "an educational process in which a significant proportion of the teaching is conducted by someone removed in space and/or time from the learner for Hilary Perraton (1988, p.34). Michael Moore defines (1989) distance teaching as "..the family of instructional methods in which the teaching behaviours are executed apart from the learning behaviours, including those that in a contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices .

One of the meaningful definition of DE is made by Keegan. He reached a descriptive definition of distance education by analyzing some previous definitions by different colleagues who are well known in the field. For Keegan, there are six elements to be considered for a unifying definition of distance education:

* The separation of teacher and learner which distinguishes it from face to face lecturing,
* The influence of an educational organization which distinguishes it from private study,
* The use of technical media, usually print, to unite teacher and learner and carry the educational content,
* The provision of two-way communication so that the student may benefit from or even initiate dialogue,
* The possibility of occasional meetings for both didactic and socialization purposes,
* The participation in an industrialized form of education which, if accepted, contains the genus of radical separation of distance education from other forms.

Distance education, as we see it in Keegan's analysis, based on the developing communication technologies. Education and training are delivered through these communication technologies such as video, satellite, television, radio, computers, and interactive systems of the some of these technologies such as

video conferencing, audio graphics, teletraining, one way video-two way audio, two way audio-two way video, and some others.

Since recipients of distance education usually differ in their study purpose personal characteristics (including age), learning ability, geographical location and social conditions, the establishment of a well designed and flexibly applicable programmes become a basic necessity. Flexibility is necessary to allow the student to pursue study at his/her own pace.

A recent study reports that corporations and organizations which have successfully implemented distance learning systems list a range of benefits for their corporations. Among these benefits, the most frequently cited are the following (Akyürek oğlu, 1995).

Cost effectiveness of distance education: Distance education enables companies and corporations to train more people, more often, and with reduced travel costs. In addition, when distance education systems are already in place, adding new students may not increase cost at all.

Effectiveness and productivity of distance education: Through live and interactive programs/courses with multiple sites interconnected for group learning, learners can be given current knowledge and skills while they stay at their worksite.

Quality through distance education: By using distance education technologies, access to remote experts around the country and indeed around the world can be made possible, bringing information from the original resources into the classroom. Connecting many students from different sites with instructors/experts allows the exchange of perspectives on the subjects so that new ways of looking at problems, productivity, motivation, etc. can be achieved.

As a distance education delivery medium, satellite is able to facilitate the delivery of instruction beyond the traditional class-

room setting to the rural learner, the working professional, the homebound, and other students unable to receive on campus instruction (Nouri, 1994). Many corporations use satellite technology to refine operations, improve customer service and secure a competitive market advantage. Satellite technology brings some benefits to the companies such as to cut back on sending people to school and events, which eventually save both money and time for these companies.

In a rapidly changing environment, satellite-delivered programs allow educational institutions to access the latest information quickly and with a reasonable investment. Faculty, staff and communities can be served by programs based around satellite teleconferences. Because satellites can over a large geographic region, specialized and time-sensitive topics can be presented to sites throughout the country and to international sites as well. Even if there are only 10 participants at each site, 50 sites become an audience of 500, and the economy of scale makes faculty training via satellite cost-effective (Crook, 1994).

There are also trends towards a convergence of distance education and the mainstream. This derives from the idea that the best learning methods may well be a mixture of face-to-face instruction and independent learning. At Deaking University in Australia, where both campus-based on distance education modes were implemented, student of the campus-based mode found the notes prepared for the distance education students more reliable than the notes they could take by themselves in lectures.

Consequently, campus-based students were given these course materials, and courses held on the campus became more like tutorials in support of them (Jevons F. R., 1987). At Griffith University in Australia, founders of the university set out to:

* Develop a completely new programmes rather than one which was based on the existing full-time programe.

- Offer a sequence of small units, completion of which was marked by one successfull assignment or examination.
- Replace face-to-face tuition entirely by packaged materials supplemented withother materials.
- Set flexible dates for enrollment and submission of assignments to allow self-paced learning (Kelly and Smith, 1987).

This programme resulted in a very high student success rate as indicated by the grades awarded. Students were generally very pleased with the programme. After five years, applications for enrollment in the programme remained buoyant and retention rate was also remarkably high. On the other hand, some administrative, student behaviour and academic problems surfaced. Concerning student behaviour, progress-rates remained just on minimum. For example, some students deliberately held completed assignments until the last possible submission date, working the mover try to ensure as good as possible mark. Moreover, many students waited for an assignment to be returned before stating the next unit in the sequence, even though they could go on to new assignments without waiting for the return of the previous one.

The question which remains is: "at what points should important characteristics of the programme be modified in response to difficulties which the team and students perceive?."

Various methods have been tried for linking face-to-face learning with broadcasts and print materials. New tutorial methods, such as ones via telephone, statellite and computer, have also been developed. According to the results of a questionnaire put to satellite-tutors in India, "the differences between satellite and other tutorials lie not in the media but in the tutor" (Distance..., 1986).

In the Dominican Republic, when field teachers were present and working adequtely, students enrolled in Radio Santra Maria's adult education system outperformed their counterparts in

the conventional adult education programme (McAnanay and Mayo, 1980).

In other areas, attemps have been made to set up study centers attached to schools to help correspondance students. In the case, for example, of NHK Gakuen Correspondence High School in Japan, 29 cooperating schools with the main school in Tokyo are used to help correspondance lessons and linked broadcasts.

They can, however, get advice, encouragement, materials and assistance with difficult problems from a teacher who specialises at counselling rather than teaching.

Where the students are motivated to study, they can accept delayed feedback. However, quick turn around time and shorter feedback intervals seem to be effective for distance education in which feedback delay sometimes causes student dropout. For example, in the case of the in-service Course for untrained Primary School Teachers in Kenya, relay in the return of assignments and negative comments were found very discouraging for the students because they did not receive any immediate help apart from that given by the tutors when marking assignments (Matiru, 1987). This had been a very important problem also when NHK Gakuen was established in Japan (Soritsu..,1982). Postal service, face-to-face tutorials and telephone tutorials are most commonly used for feedback delivery, which comprises feedback (including KR-knowledge of result) from the teacher (tutor) to the student.

On the other hand, one problem related to feedback in distance education is how the teacher may find out how students feel if he/she sees them infrequently (and sometimes not at all), and communicates much of the time in writing? This involves two other questions as well: How may student opinions be evaluated when they vary in terms of students' educational and personal backgrounds and expectations? And, how may students be enabled to reconcile feedback, perhaps critical about the

course and about tutors who are also their assessors? (Face and Mills, 1987).

Some of these issues seem to be concerned with the forms of feedback (non-verbal communication, "What do you think of it so far? questionnaires, etc.), its reliability (its ability to top actual attitudes) and its purposes (for gauging students' feeling of involvement, for tutors' behavioural changes, for organization as a whole, and so on) (Bradshow, 1987).

Distance education should be flexible, so that the students can "study at times convenient for them and data pace that suits their circumstances and their study habits. They should be able to break from their study for periods without having to sacrifice the work that they have done previously. They should not have to waste their time in unnecessary activities. This matter most seems to be particularly true for adult students of distance education.

On the other hand, the isolation of the student has been revealed as a great problem in most all kinds of distance education. While providing them with a range of flexibility, their needs to communicate with other students involved in the same programme has been realised. Some schooling and group studies have been made compulsory in many distance education institutions, since they were found encouraging for student learning and for keeping them in the programme.Moreover, in a survey conducted by Demiray on how students use their leisure time in the Open Education Faculty in Turkey, students expressed a desire for the establishment of Student Cultural-Educational Centers where they could have access to music, drama, sport events, educational activities, and employment counselling. It was also suggested that this kind of provision could "have far-reaching positive influences on other facets of (the students') lives" (Demiray, 1987).

The importance of an appropriate organization of extra curricular activities in response to the student needs is revealed. Con-

sequently, the balance between flexibility provided to the students and schooling and extra curricular activities seems to be an issue for further research.

When distance education literature is scanned, it is seen that many academicians and institutions have studied on some various aspects of distance education/learning system and its applications and results from point of view of theoritical and practical respect. Still, these studies are increasing from day to day or year by year qualitatively and quantitatively. (Demiray and et all, 1997).

HISTORY OF THE OPEN EDUCATION FACULTY AND ITS RUNNING IN TURKEY

When distance education history is searched in Turkey, it means 1982 the year Anadolu University, called in Turkish as Açıköğretim Fakültesi (or in English The Open Education Faculty). It is seen that the first application goes back to 1970's. Teaching by mail and (correspond education) named (inTurkish as) YAY-KUR was applied in 1970s, but these applications had not been successfull at desired level. This result takes place among in disscussions from point of view as; applications are administred under the body of the Ministry of Education Strategy, without universities' support and that it depends on goverments politics.

Also, in 1970's an institution, named as Eskişehir Academy of Economics and Commercial Sciences (EAECS) was formed. This institution had taken the name as Anadolu University in 1982 after reorganization of the universities in 1981 - according higher to education law, article 2547 and was leaderships for the studies (by organizing researches, symposium and congress) on distance education/learning subjects in its body.

In other words, distance education concept was started to be researched or investigated at national and international level

by education technology seminars, conferences. On those years Eskişehir ITIA had close-curcuit TV studios and its technology was built up by Hamburg Studios, Germany.

Developments of distance education in Turkey can be summarized in a general outline as above paragraphs. But after 1980, developments have been more rapid and more planned, have depended on science, more functional and more impressive. During reorganization of the Turkish Higher Education in 1981, all universities had dutied for making distance education, by the article 2547 were of Turkish higher Education Council law and it was decided that Anadolu University Open Education Faculty to start immediately to distance education. So that, Anadolu University the Open Education Faculty started distance education 1982-83 Academic Year by enrolling 29,479 students, to the Business Administration and Economics departments. By general lines, OEF reached to its students by printed materials, TV courses and academic counselling (as face-to-face education) at the beginning years. Later, OEF has added radio programs, video education centers and newspaper to its operation.

Growth of The Open Education Faculty

The history of the Open Education Faculty (OEF) at Anadolu University in Eskisehir, Turkey is closely tied to the developments of the 1970's, the reorganization of the Turkish universities and the development of higher education in Turkey (McIsaac, Murphy and Demiray, 1988). Its history is unique in the admission of the first OEF students and the establishment of the first distance education programs in Business Administration and Economics. The beginning of distance education in Turkey can be traced back to several groups of problems; political, social and economic. Not all of these problems were internal. Many were created by external influences.

Politically, Turkey is in a unique position because it is the bridge between Europe and Asia. As a result, Turkey has spent much

time in its modernization efforts to become an active member of the 21st century. Many of the country's problems stem from its position as an Eastern culture and society trying to blend into a Western industrial world.

The past 80 years in Turkey have witnessed dramatic changes. The country, since 1920, has changed its alphabet to the Roman one and established the importance of secularism (the complete separation of religion and politics) in the running of the government. In the 1970's Turkey began to search for new ways to develop its own educational strategy in order to expand the opportunities for its citizens. It was believed, and enacted into law, that education should be the main responsibility of the government. Many feel that the concept of educational eqality become more meaningful in those years.

Economically, advances in science and technology have had their impact on Turkish society. Developments and applications of new technologies have put pressure on Turkey to provide up-to-date education to keep the work force competitive with that of other countries. The knowledge and skills of workers must be constantly updated with new technological information. In addition to learning new technological applications, human resources must also be improved. The present increasing population growth has put pressure on Turkish society to create new areas for work. Competition demands better qualified workers in order to be successful. Unfortunately, traditional educational institutions are not always able to change to meet these new educational needs using classical teaching environments. Recent developments in mass media and educational technologies have shown that electronic media can be used for educational purposes. Distance education which uses these new technologies for providing further education and training, is particularly useful for:

* Increasing the level of qualifications of new entrants to the work force.
* Updating and upgrading the qualifications of the existing work force through continuing education and training.

- Providing training of a kind which will lead to increased rates of participation in the labor force among hitherto under represented groups.
- Securing a greater synergy between education or training and the economic life of contemporary society in order to ensure the relevance, balance and capability of applications of skills and knowledge.

Political events also contributed to the growth of distance education in Turkey. After the 1970's, increasing pressure began on the Turkish government to provide for the growing number of people who wanted higher education opportunities. There was pressure on the government to balance the educational opportunities between the Eastern and Western parts of Turkey, to create greater educational opportunities for the younger generation, and to provide training opportunities for persons who had missed those opportunities in the past. There was also a growing movement to use mass media tools to solve some of the distribution problems involved in providing education and training programs throughout Turkey.

Other reasons for establishing distance education programs were the necessity for establishing more open and more flexible educational and training structures. These structures were to be designed and adapted in accordance with students' requirements, taking into account their employment, social and educational circumstances. Because of these factors, distance education was seen as a solution to meet Turkish educational needs.

The crucial year in the development of Turkish distance education was 1982. In that year the new Constitution of the Republic was accepted, and in accordance with the Constitution, a new institution called the Council for Higher Education (CHE) was established to plan, organize, administer and supervise education provided by the institutions of higher education. The CHE immediately reorganized the existing universities and established new ones. There had been 15 universities, 15 acade-

mies and seven polytechnics before the establishment of the CHE. Through the CHE reorganization program, these institutions of higher education were increased to 22 universities. Today, the numbers of the universities has grown to 29 -including Bilkent, the first and only private university in Turkey- (Eraut, 1991; Council of Europe, 1989).

In accordance with the Higher Education Act of 1981, Anadolu University (formerly Academy of Eskisehir, Economics and Commercial Sciences) was authorized to provide distance education in Turkey on a national scale. The history of Anadolu University, which has provided distance education at the faculty level since 1982, goes back to Eskisehir Academy of Economics and Commercial Sciences established in 1958. The former Faculty of Communication Sciences of the EAECS became the Faculty of Open Education, or, as it is called commonly, the Open Education Faculty (OEF) in 1982. This faculty was an outgrowth of the newly established Anadolu University because at that time, as today, it was the only institution that had experience in the technical and theoretical aspects of distance education. The first educational television pilot project of Turkey was undertaken here during the 1970's under the auspices of the Educational Television department of the EAECS.

Although the first distance education program (Division of Higher Education program referred to as Yay-Kur) was undertaken by the Ministry of Education between 1975-1978, this initiative was a dramatic failure for various political, administrative, financial and even psychological reasons which might be the subject of a separate study. However, especially at the beginning of its own project, Anadolu University carefully evaluated and greatly benefited from the experience of Yay-Kur and therefore the 1975-78 experience should not be considered as a total failure (Eraut, 1991: Council of Europe, 1989).

In 1982, benefiting from information of the failed Yay-Kur project, the first true distance education program in Turkey was initiated by Anadolu University. Similar to other distance education programs which encompass delivery of curricula at many

levels and in many subject areas, the Turkish Open Education Faculty had its goal, as ten years ago, to broadcast its first programs in the areas of Business Administration and Economics, thereby beginning the process of offering advanced degrees for students at a distance.

The original numbers of students admitted was 29,478 for the 1982-83 Academic Year for the Business Administration and Economics programs. All students were high school graduates and were accepted into the OEF programs after passing a placement through the national university exam. Today the programs have expanded in scope to include not only those subjects but Nursing, Foreign Languages, Math, Sciences, Tourism, Business and Training programs for the private sector, Associate Degrees in Teacher Training and Teacher Training for Degree Completion (McIsaac, 1992; Özer, 1991; Demiray, 1990a; Yangın, 1989).

Development of Programs

Following the opening of the Open Education Faculty (OEF) in 1982, programs continue to expand. Development has included subjects such as Teacher Training, Tourism Certificate programs, Vocational Education, Nursing Education, Private Sector in-service Courses, Summer Highschool Student Service, the Western Europe project and ChannelE Project adding to the Business Administration and Economics programs, which were the cornerstone of the distance education programs, are still continuing.

Teacher Training: Two of the most recent programs are the Primary Teacher and Secondary Teacher Training programs. In 1986 the OEF began to offer teacher training programs under contract with the Ministry of Education. These programs were for two groups of constituents. The first group consisted of more than 130,000 primary school teachers who received training through distance education. The second group were approximately 54,000 secondary school teachers who would

participate in degree completion programs, also via distance education. The first group received Associate (Pre-Bachelor) Degrees from Anadolu University. The second group, secondary school teachers, are receiving university (Bachelor) degrees.

The Associate Degree Program for primary school teachers began in 1985-86 and is now almost completed. The University Degree Completion Program for secondary school teachers began in 1990. The goals of the programs were to help teachers become more effective in classrooms, update their subject area knowledge, and provide them with a better standard of living by rewarding them financially for participating in inservice training. The Associate Degree Program is for two years and the University Degree Completion Program is a one year course of study. The Associate Degree Program consists of nine courses for the first year and six courses for the second year. In the Degree Completion Program there are seven branches: Turkish Language and Literature, History, Geography, Math, Biology, Chemistry and Physics.

Tourism Certificate: The Tourism Certificate Program is another program offered to persons who are interested in working in tourism services. This program, which enrolled approximately 30,000 students, consists of two phases. In the first phase, students study via distance education. More than 70 television programs were produced and broadcast for this course, in addition to the four textbooks which have been written. In the second phase of study, students receive practical applications by working in tourist establishments for the private sector. The program is a six month course involving both study and practice.

The goal of the program is to provide the private sector certified persons who have fresh and detailed knowledge about tourism, especially about service/bar, kitchen, front office, management and maintenance aspects of the hotel business (Ünlü, 1990). This certificate program provides qualified workers for the work-

place by contractual arrangement between Anadolu University and the Ministry of Tourism.

Nursing Education: Nursing Education at a distance is a new program which began in 1991. This is a two year program and graduates will be awarded an Associate Degree. The Turkish Ministry of Health has estimated that approximately 100,000 additional trained nurses are needed. Currently there are not enough training opportunities available to handle such numbers. The nurse training at Anadolu University, Hemsirelik Onlisans Programi, has as its goal providing distance education training for these 100,000 students within the next five years. In March 1991, approximately 32,000 graduates from special nursing high school programs throughout the country took the examination for entrance into the Anadolu University Nursing Education Program. Twenty-six thousand two hundred seventy students passed and enrolled for the 1991-92 school year beginning in October. The total two year program consists of approximately thirteen courses a year. The goal of the program is to increase qualifications of the nurses and to provide higher education opportunities to them in their own areas by increasing their skills (McIsaac, 1992).

Private Sector In-Service Courses: In addition to Teacher Training and Nursing, Anadolu University offers selected in-service programs for employees of private sector companies via distance education. To date, more than 15 such programs have been custom designed, developed and distributed to over 2,000 employees of seven companies. Among these were Tüpras Oil Processing Company (petroleum industry), Sümer bank (textile industry), and Pasabahce Bottle and Glass Company (glass industry).

Summer High School Students Service: Not only are Anadolu University's distance education programs aimed higher and adult education, there are programs prepared for high-school students as well. Three hundred ten television programs were prepared and broadcast over the past years for summer

school students of high school age, under contract to the Ministry of Education (Anadolu Universitesi,1992). This program were open to highschool students without any requirements.

West Europe Project: The West Europe Project is a program prepared for Turkish citizens who are living in Western European countries such as Germany, Belgium, Denmark, Austria, Switzerland and France. This project has focused primarily on courses in Business Administration, Economics and Teacher Training. There are between 3,000 and 4,000 students enrolled in these programs. The aim of this project is to provide educational opportunities for Turkish citizens who have to leave their home after high school to work in other countries. This project, which began in 1987-88, utilizes instructional materials prepared by the OEF in Eskisehir and sent to the OEF's Cologne office in Germany. From there, materials are distributed to the ten coordination offices in various countries. Television programs are transferred and packaged as video cassettes to be used to accompany the print materials. This is a degree completion program.

Channel E Project CHANNEL E is a European multi-lingual educational and information satellite television channel, broadcasting on transponder 13 of the ASTRA Ia Satellite, as an integral part of daily scheduling of the Luxembourg company RTL 4 (Channel E, 1991). Established initially in 1989 as a part of the exploratory phase of the DELTA project of the European Commission, it operated with basic core-funding DGXII of the Commission and from The European Institute for Media (Channel E, 1991; Media Bulletin, 1991; Press Release, 1991).

Channel E programs have followed four broad 'strands'. The first is post experience and professional training. Programs are designed to bring people up to date with new developments in industry and commerce. The second is helping youngers to enter the job market and the third is aimed at Europeans living and working outside their country of origin. Here material broadcast has been aimed helping people to settle in host countries.

The fourth and final strand has been important in the area of language teaching. ASTRA has been able to offer a wide audience across Europe. Experiments with dubbing and supply of resource material to language-training institutions have been the aims of Channel E (What satellite, 1991).

The Open Education Facult's service "Channel E Project" is not a degree completion project, but has a certificate program as one of its components. It is an informal rather than a formal distance education project. Channel E began in 1990 through cooperation with the Goethe Institute, the British Open University, Fernuniversitat, and Tubingen University on behalf of the Council of Europe's Delta Project. Programs were broadcast via ASTRA satellite (now via RTL 1) for Turkish citizens in other countries. The goal of the project is to keep Turkish culture alive among its citizens abroad, and to deliver educational information to them. Another aim of the project is to increase the knowledge of Turkish workers abroad, especially in business and economics. The use of broadcast via satellite in this project is a pilot effort toward the future use of satellite for Turkey's own distance education programs.

The Channel E project is a new educational and informational service of television programs by satellite. Channel E programs continue to be broadcast daily, Monday to Friday at 0900 and 0930 hours Central European Time on Super Channel. Anadolu University started the Channel E project, educational broadcast via satellite, in 1990. From that time to July 1992, 70 television programs have been broadcasted. These programs were produced at the OEF production studios in Eskisehir.

The goals of the broadcasts, similar to the Channel E general goals, are to establish educational and informative television broadcasts via medium power satellite to a wide European audience (Council of Europe, 1991). An important part of the audience is the group of about two million Turkish immigrants living in Europe. One of the most important objectives of Anadolu University's Channel E programs is cultural reinforcement, edu-

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cational and informational support for Turkish citizens who are living in Europe.

Three types of programs have been prepared for Channel E; cultural reinforcement, native language, and certificate programs. Twenty-five of the 70 programs are intermediate Geography classes, offered for cultural reinforcement to Turkish citizens and their children who are living away from their home land. The native language programs are in six parts and concern Turkish language and literature as well as Turkish folk dance. The Certificate Program series presents Vocational Training Programs for younger Turkish people (Kiliç, 1991).

These programs consist of materials similar to the tourism certificate courses with such topics as "Front Office Management", and "Food and Beverage Operations in Hotels and Restaurants". They are supported by complementary text books and a certificate is awarded to students who successfully complete the exams which are administered in several cities of Europe by Anadolu University's OEF.

Channel E also has another two programs in a series which is entitled "Anatolian Cuïsine" and "A to Z Anatolia". "Anatolian Cuisine" consists of an introduction to Anatolian cuisine and cooking techniques. "A to Z Anatolia" programs cover information about original Anatolian handcrafts such as miniatures, historical aspects of architecture, and geographic highlights such as Aphrodisias, the Bosphorus, the Aegean region and Capadoccia. In the near future, many attractive and different subjects will appear on Channel E about Turkey and Turkish culture to the broader European audience.

Methods of Instruction and Organization of OEF

The Open Education Faculty's system is based on the combination of three educational components as; printed materials, television and radio broadcasts, and academic counseling.Printed materials are prepared by the academic staff from various universities and edited by the faculty members of Ana-

dolu University according to the principles and techniques of distance learning. These materials are sent to the students by regular postal channels.

Television and radio broadcasts are designed to be supplementary to the printed materials. As in the printed materials, various university members work on television and radio programs, either as authors or as tutors (or both). More than 300 programs are produced in OEF studios by the OEF staff and broadcasts are aired every year to students throughout the country. Broadcasting services are carried out by the state owned Turkish Radio and Television (TRT) corporation.

Academic counseling centers are located in 55 cities. At these centers, students receive advisory help provided by part time instructors and academic advisors who are selected from among the regional university members. One hour per week of counseling services per course is provided to students at these centers. Approximately 80 percent of the students have regular access to these centers (McIsaac and Murphy, 1988). At these centers there are additional services such as videos, Anadolu newspaper and other official services for students. These three parts of the distance education program work together as very functional components of a smoothly running system.

Finances: Like other Turkish public universities, Anadolu University and its distance education branch, the OEF, are financed by the government. All academicians' and administrators' salaries are paid through government funds. Expenditures for all OEF operations including printing books, television and radio productions, mailing, examination costs, administrative costs and salaries come from Anadolu University's operating budget. Revenues to the university come from government allocations, foundation income and student fees. Although the percent from each of these areas can vary from year to year, the majority of the income comes from the government. The total annual budget for the distance education operation at Anadolu University, for fiscal year 1991, was approximately

$12,000,000 USD (Harry, 1991). When compared to the per student cost of traditional university education in Business Administration and Economics, for example, the figures compare favorably. According to 1991 figures (please do not forget to plus 80-90% yearly inflation amount to this figures every year), the Turkish government spent 3,000, 000 Turkish Lira (or $600.USD) per student attending traditional university Business Administration courses. The corresponding expenditures for Distance Education OEF students at Anadolu University were 55,000 Turkish Lira (or $110.USD) per student. (Büyükersen and Özgü, 1992).

In addition, student fees are less for distance education courses. Students spend approximately 1,500,000 Turkish Lira (or $300 USD) per year for traditional universities but only a maximum of 500, 000 Turkish Lira,(or $100 USD) for OEF studies. According to the 1991 figures, if OEF students were to attend traditional universities, there would have to be an approximately additional 30 more universities with 50, 000 more academicians to teach them, and 80, 000 more administrators than there are now. This would cost to the Turkish government an additional $1, 200, 000, 000 USD.

Administrative Structure: Until 1993, the OEF is administered as a separate Faculty within Anadolu University. It has one Dean and four Deputy Deans, each with different responsibilities. The four areas of responsibilies are:

- Registration, regional offices, organization of academic counseling, exams.
- Course materials, media production and delivery from OEF Radio and Television studios.
- Development projects.
- International relations and international projects.

The Deputy Deans report to the Dean of the OEF who is responsible directly to the Rector of the university.

After 1993, status of OEF changen by numbered 496 law Çiller's Government dominant as constitutional article. OEF be-

came a service faculty to the Economics and Business Faculties which are responsible to make distance educacation apart from the Economics and Administrative Faculty's Business and Economics department inspite of the same content. OEF will serve to realize registrations of students, to organize their exams, to prepare and produce printed, visual and audio course materials and to reach them to active students of these faculties. These faculties responsile only to design the contents of course material scientificly. Additionally OEF has only to give pre-bacholar diploma or degree programs as do it before. Its administrative structure was not changed for to make these responsibilities. Still it has own dean and four vice-dean as being functional mentined above.

Student Characteristics: The composition of students in the OEF varies from program to program. In some programs, such as the Teacher Training program and the Nursing Education program, students are already working in their areas of specialization and they tend to be older students. In the Tourism Certificate program, on the other hand, students are typically younger and are not yet working in their subject area. In the Business Administration and Economics program, the percentage of working students has increased from 30% in 1983 to 70% in 1990. Overall, the percentage age of females enrolled is increasing. The general age range of students across all subjects in the OEF is older than that found in traditional institutions. The students range from 17 years to 80 years old. The majority of students are married and the family average is three children. Their incomes are less than the average equivalent to $1200 USD per year income.

Reports and Studies: There have been numerous research and evaluation studies during the OEF's 15 year history. These studies and various reports have been published primarily in Turkish and some written also in English. Many are Master's and Ph.D thesises in Turkish, and some have been written about the system by foreign researchers and observers who have visited the OEF.

All of the studies have been collected by Anadolu University library. More than 150 reports and studies have been abstracted in a review of the literature (Demiray, 1990b). And the book which you handled appoximately 200 studies abstracted in 1997 (Demiray, 1997). Approximately 50 of these publications are written in English by foreign authors. Their reports appear in publications of UNESCO, ICDE, Council of Europe, as well as England, Australia, Canada, United States, Pakistan, India and Sudan. In its 15 years of growth, the OEF has gained international recognition and has grown into a program of considerable importance.

The development of the techniques of open and distance learning and, their application all over the world, has been a great success story of education and training in the secod half of the twentieth century. The most stiking manifestation of the growth of open and distance education has been emergence and success of the mega-universities described (Daniel, J. S. 1995) as access, quality and resources which has traditionally limited the expandation of education. According to these criterias the OEF was one of the mega-universities which 6th in the world.

Future Plans

By the year 2000, it is planned that the OEF will progress toward becoming a separate and autonomous Turkish Distance Education University. The reorganization from faculty status within an existing university to separate university status is needed because of the size and structure of the OEF, its increasing technical investment in staff and operations, and its future plans. The present structure of the faculty within an existing university imposes certain limitations on the future growth and development of its programs.

There are at least three new domestic distance education projects which are planned to begin in 1992-93. They are a Social Sciences program, a Home Economics program and new degree completion programs in the areas of Language Teaching, Physical Education and Painting and pre-Bachelor degree pro-

grams in more than 30 area such as Banking and insurance, Secretary, Home Economics and so on. These programs will add to the menu of courses already being offered by the OEF.

Also the Social Sciences Project is pre-Bachelor degree prog ram which estimates its first enrollment at 70,000 students initi al years. The goal of the program is to increase the knowledge and skills of those government officers who have obtained high school diplomas but need more information to be effective in their own areas of work.The aims of the programs are to provi de courses which will better educate workers in the Social Sciences as well as improve their communication and interperson-al skills. The program has begin in 1992-1993 academic ye ar.The second domestic project will be the Home Economics program. The goal of this programwas to provide new pers pecti ves and information to housewives so that they can deal more effectively with home management, household budgeting, nutriti on, childcare and food preparation. It is estimated that this program will enroll 30,000 housewives in the 1992-93 Year.

In addition to these domestic projects, other international projects are currently being developed. The Channel E project, which began recently, will be expanded in the near future. The existing programs of "Turkish cuisine" and "A to Z Anatolia" will be increased from 40 to 100 television programs and will be broadcast from TURKSAT to ASTRA and then on to Europe. Also, plans for further development of Channel E include collaborating with the European EUROSTEP project. Secondly, the projects are carring out for developing on the subjects which are their contents' listed belove as:

* Cooperative language and art programs.
* Delivery of educational programs which are already produced such as Economics, Business Administration, Home Economics and Social Sciences.
* Inservice training for private or government middle or high level administrators.
* Inservice training for teachers and religious training

* Inservice training for special subjects such as handcrafts and basic skill development.

CONCLUSION

In the past decade, the Open Education programs at Anadolu University have already more than doubled the number of students in Turkey who now have access to higher education. Although the number of students enrolled is increasing, the quality of the programs is of primary concern and is constantly being improved. From its early skeptical reception in 1982, the Open Education Faculty has achieved a position of respectability in Turkish higher education. It would be of interest to explore, in a future paper, the political and social elements which combine to create the current receptive environment for implementing open education as an integral component of the higher and adult education system. The success of the present projects is most certainly due to the efforts of one man, Yilmaz Buyukersen, and his team.

Imaginative leadership in a favorable political environment have led to the ambitious implementation of educational reforms of 1981. Results have produced the large number of distance education programs or projects offered by the Open Education Faculty. The early projects were degree programs in Business Administration and Economics. Those programs now have grown to approximately 350,000 students. Almost 110,000 students have graduated during the past fifteen years. The OEF is proving to be successful because technologies such as computerized examinations, television and radio programs make this type of mass education possible. Programs are systematically being developed using principles of instructional design to make effective use of these technologies.

A later project, the Primary School Teacher Training and the Degree Completion program for Secondary School Teachers enrolled around 200,000 teachers from throughout Turkey and

West European Countries and North Cyprus Turkish Republic. Of which 150,000 were graduated. The teacher training projects in Turkey have been judged as successful by the Ministry of Education, Anadolu University Open Education Faculty, many of the teachers, and educational experts. Through the use of distance eduacation media and materials, teachers were offered an opportunity to keep pace with developments in education and work toward improving their teaching situations without having to disrupt their teaching schedules. There is no other way that such a large number of teachers could receive this type of cost effective training. Subsequent projects like Tourism, Secondary School,Televised Summer School, and Inservice Training for Private Sector Companies provided students with further opportunities for improving their work related skills. Since the 1980s when the Open Education Faculty began, the number of students who enrolled in universities, including the OEF, increased from 300,000 to 800,000. Because of space limitations in traditional universities, the proportion of students accepted into traditional university programs has declined while the proportion of students accepted into open education programs has increased over the past ten years. For example, out of 322,320 students who were enrolled in university programs in 1983-84, there were 281,703 or 87.4 percent who were enrolled in traditional universities. During that same year 40,612 students or 12.6 percent were enrolled in the Open Education Faculty.

In 1990-91, however, 798,500 students were enrolled in both traditional and open education programs. Of those, only 434,788 or 54.4 percent were admitted to traditional universities while 363,752 or 45.6 percent were admitted to the Open Education Faculty (Anadolu Universitesi, 1992). These figures reflect the fact that, although nearly twice as many students have been accepted into university programs over the past ten years, the Open Education Faculty is absorbing almost half of that population. While the proportion of students in traditional university programs has decreased, the proportion of students in Open Education Faculty programs has increased.

In 1997 the number of students who applied to National University Etrance Examination Centre increased to 1.400.000. Out of them 350.000 settled to universities including OEF. The number of 89.000 is settled to the OEF programs. this number will increase to 160.000 end of additional registration period.

Although there are some administrative limitations in offering these distance education programs, the Open Education Faculty at Anadolu University has been excited about the challenge and opportunity to meet educational needs of Turkish society. One of the nation's top educational priorities during the past ten years has been met, namely providing greater numbers of students with higher education opportunities which were previously denied to them because of lack of facilities. The success of past distance education projects has given the impetus to plan and attempt new domestic and international projects to expand the sphere of influence of distance education in Turkey in the coming decades.

AIMS OF THIS BIBLIOGRAPHIC STUDY

This study has aimed to inform domestic and foreign researchers on the subject of OEF. Most of the studies had been summarized in an abstract, and also bibliographic information and indexes about topics and author name are given.

Turkish version of this study has been completed for 1982-1997 years too. Researchers-who have studied on OEF -are applying to the faculty administrators to obtain some data about OEF or documents and to publish their study or research. Some of them come from other cities or some of them are foreign researchers who want to obtain some materials on OEF by writing a letter to dean or rector or someone else. In any case, it has been very difficult to help them due to the limited time. Especially for the last group of people

who are coming from outside of Eskişehir, this study can be very useful to save research time. Of course this study has to be updated by adding new studies in future. Because, new studies will be developed depending on previous ones. By this reason please deliver your new studies (or studies which are not considered in this study) to the author or the Open Education Faculty administration for informing them in future. Please do not forget that your studies will be resource for the new ones.

SOME WORDS ABOUT THIS STUDY

From beginning 1982 to 1997, many studies have been conducted dealing with Open Education Faculty and its application as being thesis, article, book, report, publishing media and papers presented in some seminars, nationally and international for discussing on some aspects of OEF's .

As being a problem statement of this study it can be said that which studies have done during fifteen years dealing with the Open Education Faculty application in Turkey and abroad sin ce its beginning. What are their title?, What are their topics?, Where and How can they be obtained?, What is their bibliographic information and Where have they been published? and What was the importance of the study for the other educationists, researchers who conducted a study on OEF?

The third edition of study was completed in five (1992-1997 period) years It can be said that, 98 percent of the studies which considered about OEF has been obtained.

Unfortunately two or three of them are not obtained. Of course, those should take a place in the next study (or studies). Approximately, 200 studies are conducted on OEF between 1982-1997 years. 42 of them were conducted by Uğur Demiray, 15 of them by Murat Barkan, 13 of them by Karen L. Murphy and 12

of them by Ayhan Hakan. Some of these has been indicated in some where as a list or as an abstract or as summary (Alkan 1986, Öz-Alp 1987, Demiray 1987, McIsaac 1988 and Murphy 1989).

The study has given 138 studies which were conducted between December 1982 ands September 1997. The oldest article on OEF goes back December 1982 and declared by Mr. KENNEDY, just related with OEF. All this studies conducted and written by more than 120 researchers.

It can be observed that the number of studies are increased year by year especially after 1988, 1989, 1993 and 1996 quantitatively. More than 70 of them were conducted as in English or other foreign language. And many of them were presented as a paper at national/international seminars or published as a book or published as an article in some national/international periodicsals. 35 of them were completed by foreign researchers who come from abroad.

This study consists of books, article thesis (as a master thesis or doctoral dissertation) and paper (unpublished papers were not counted as a paper in this study) and others.

Study consists of four main chapters. The first chapter is an introduction which tells some of brief history of the Distance Education in the World and Open Education Faculty in Turkey and its application. Additionally this chapter contains the aim of this study and some words about this study. The second chapter deals bibliographic information of the studies by consisting of original and English title. The third chapter includes abstracts of the studies. In this part, almost all studies have been tried to be summarized. (Except different version of the same study. So that, some numbers of the studies has not cited in the second part as in third chapter).

In the fourth chapter it has been added all printed materials about OEF as namely of the brouchoure, quide for students and

introductory are added. And also, this chapter contains the subjects and author indexes .

Consequently, this study will be functional, for the researchers who are interested - in some aspects of The Open Education Faculty by informing them. Author is ready to accept all criticism and discussion with researchers.

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CHAPTER II

BIBLIOGRAPHIC INFORMATION OF THE STUDIES ON THE OPEN EDUCATION FACULTY BETWEEN 1982-1997

KİTLE İLETİŞİM ARAÇLARININ YÜKSEKÖĞRETİMDE KULLANIMI AÇIKÖĞRETİM FAKÜLTESİ ÖRNEĞİ

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175 ŞENİŞ, Fethi B. **Açıköğretimde Eğitsel İletişim Ortamı Olarak Bilgisayar: Akademik Danışmanlık Sistemi İçin Bir Bilgisayar Destek Eğitim Modeli=Computer As being Educational Component In Open Education Faculty: A Computer Aided Instruction Model For an Academic Counselling System**, Anadolu Üniversitesi Yayınları Yayın No. 684/333, Eskişehir, 1993, Turkey.

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178 ŞİMŞEK, Nurettin. "Açıköğretim Ders Kitaplarının Kendi Kendine Öğretme Yeterliği=Sufficiency of The Open Education Faculty's Printed Course Materials From Point of Self-teaching", **1. Eğitim Bilimleri Kongresi Bildiriler,** Cilt-2, Çukurova Üniversitesi, pp. 537-543, 28-30 Nisan (April) 1994, Adana, Turkey.

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181 TEKİN, Cengiz, Durmuş Ali Özçelik, Uğur Demiray and Murat Barkan. **The Open Education Faculty of Anadolu University**, Anadolu University ,2nd Edition Eskişehir, 1988, Turkey.

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182 TEKİN, Cengiz (Editör). **Çağdaş Bir Eğitim Aracı Video: Araştırma-Kuram-Uygulama=Video; A Modern Educational Media -Research Theory Executive**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 004, Eskişehir, 1988, Turkey.

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183 TEKİN, Cengiz and Murat Barkan. **HOME VIDEO: A Possibilty to Support Distance Education Students**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 011, Eskişehir,1988, Turkey.

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188 URAL, Ozana. "Türkiye Açıköğretimi Beceremiyor=Turkey Can Not Manage Open Education", **Yeni Yüzyıl**, 1996, p. 6, 24 Ekim 1996, İstanbul, Turkey.

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191 ÜNLÜ, Sezen. **İşitme Engelli Çocukları Olan Ailelerin Uzaktan Öğretim İle Eğitilmesi=Education of The Parents Who Have Hearing Impaired Children By Distance Education**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayın No: 248/118, Eskişehir, 1987,Turkey.

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194 YAŞAR, Şefik. Uzaktan Öğretim Sistemiyle Öğrenim Gören Öğrencilerin Yabancı Dil Programına İlişkin Tutumları= Attitudes of The Students Who Are In Distance Education Process Towards Foreign Language Teaching, Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Ankara,198 1985 (Unpublished Master Thesis) Turkey.

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195 YAŞAR, Şefik."Uzaktan Öğretim Sürecindeki Öğrencilerin Yabancı Dil Öğretimine İlişkin Tutumları=Attitudes of The Students who Are In Distance Education Proces Towards Foreign Language Teaching", Anadolu Üniversitesi **Eğitim Fakültesi Dergisi**, 2, 2: pp. 227-233 ,1989, Eskişehir, Turkey.

UZAKTAN ÖĞRETİM SİSTEMİ ÖĞRENCİLERİNE KÜTÜPHANE DESTEK HİZMETLERİ VE ÖNERİLER

196 YILMAZ Adnan "Uzaktan Öğretim Sistemi Öğrencilerine Kütüphane Destek Hizmetleri ve Öneriler=Supportive Library Services to Students in Distance Education Systems and Suggestions", **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRTEB 12-15 Kasım1996, pp. 683-691, Ankara, Turkey.

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197 YÜKSEL, A. Haluk. "Anadolu Üniversitesi Açık öğretim Fakültesi Eğitim Önlisans Programında Yayımlanan Televizyon Programlarının Yapımı Üzerine Bazı Not lar=Some Notes on TV Course Production Which Were Broadcasted By Anadolu University Open Education Faculty For Teacher Training", **Millî Eğitim**, 74: pp. 48-61, 1987, Ankara, Turkey.

AN EVALUATION OF THE IMPACT OF INTERACTIVE VIDEO SYSTEMS IN EDUCATION AND A MODEL FOR TURKISH DISTANCE EDUCATION SYSTEM -I

198 YÜKSEL,, A. Haluk. "An Evaluation of the Impact of Interactive Video System in Education And a Model For Turkish Distance Education System-I", **Kurgu**, Anadolu Üniversitesi Yayınları Yayın No 546/3, S. 9, pp. 281-322, Aralık (December) 1991, Eskişehir, Turkey.

AN EVALUATION OF THE IMPACT OF INTERACTIVE VIDEO SYSTEMS IN EDUCATION AND A MODEL FOR TURKISH DISTANCE EDUCATION SYSTEM -II

199 YÜKSEL, A. Haluk. "An Evaluation of the Impact of Interactive Video System in Education And a Model For Turkish Distance Edu cation System-II", **Kurgu**, Anadolu Üniversitesi Yayınları Yayın No 689/11, S. 11, pp. 257/280, Aralık (December) 1992, Eskişehir, Turkey.

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200 YÜKSEL, Coşgül. Eğitim Önlisans Radyo Proramlarının Öğretmen Görüşleri Açısından Değerlendirilmesi=An Evaluation of Radio Programs Which Were Produced by Open Education Faculty From Points of Teachers View in Teacher Training", Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü, 1990, (Unpublished Master Thesis), Eskişehir, Turkey.

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201 YÜKSEL, Mehmet. "Yöresel Açıköğretim Önerisi= A Suggestion of Regional Open Educati on", **Uzaktan Eğitim,** Uzaktan Öğretim Vakfı Yayınları, S. 1, (summer), 1997, p. 25-28, Ankara , Turkey.

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CHAPTER III

ABSTRACTS OF THE STUDIES ON THE OPEN EDUCATION FACULTY BETWEEN YEARS 1982-1997

KİTLE İLETİŞİM ARAÇLARININ YÜKSEKÖĞRETİMDE KULLANIMI AÇIKÖĞRETİM FAKÜLTESİ ÖRNEĞİ

1 AÇIKALIN, Aytaç. "Kitle İletişim Araçlarının Yüksek öğretimde Kullanımı Açıköğretim Fakültesi Örneği=Use of The Mass Media In Higher Education: A Case Study ofThe Open Education Faculty", Presented paper at **Kitle İletişim Araçları ve Eğitim Sempozyumu organized by** Ankara Üniversitesi Eğitim Bilimleri Fakültesi, Ankara: 2 Kasım 1984, 6p, Ankara, Turkey.

This paper explains the results and the expectations of "Open Education" applications which were realized by getting use of mass media by giving information, about Anadolu University Open Education Faculty and takes the subject to a discussion platform.

Also, the observible results of Open Education Faculty were included in this paper. For instance, the students have conformity problems for the new surrounding. Besides positive observations such as the remove of the relation between success and continuity; problems such as the restriction of the number of teachers, educators and personnel for distance education and the flu concept of distance education in educational field also take place in the paper. But, it is also emphasized that higher open education is the product of a social need for Turkish society in those years.

ÜNİVERSİTELERDE ÖĞRETMENLERİN HİZMET-İÇİNDE YETİŞTİRİLMESİ

2 AÇIKALIN, Aytaç. " Üniversitelerde Öğretmenlerin Hizmet-İçinde Yetiştirilmesi=In-Service

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Training of Teachers In Universities", Hacettepe Üniversitesi **Eğitim Bilimleri-Fakültesi Dergisi** (Special Issue), No. 2: pp. 250-264, 198, Ankara, Turkey.

In this article, it is emphasized that teachers should be also trained during their in-service besides their pre-service. The studies related with this subject were mentioned in the article. The anxieties and expectation of teachers concerned with the in-service program were also emphasized in the article.

The results and suggestions were summarized and emphasized such as teachers were willing to learn and to to be in higher positions in their legal status when the suitable conditions and possibilities were created; Problem solving principle should be placed to the base of collaboration between university and National Education Youth and Spor ts Ministry (now, only as Ministry of Education) in article.

AÇIKÖĞRETİM'DE BİLGİSAYAR

3 "Açıköğretimde Bilgisayar=Using Computer In The Open Education Faculty", **Bilgisayar**, Aralık 1987. 16p, İstanbul, Turkey.

This article, dealt with the studies which are using of computer by Anadolu University Computer Center and give some data about tools park of the center. Article reports the function of computer in education sector which enters our lives by reflecting and the technological characteristics of the 20th century. 2th centry. It is indicated that especially Anadolu University Computer Center park supply cover a large number of demands.

It was also mentioned that Anadolu University Computer Center was using IBM 4341 and IBM 4881 systems and was open to service 24 hours a day except Sundays. This system that a great part of its work density is related about Open Education Faculty Studies, has been executing operations of 210.000 students since 1987. It is pointed out that only 125.000 of these students' exam services are done by ÖSYM, the rest of all works are executed by the center.

AÇIK YÜKSEKÖĞRETİM

4 Açık Yükseköğretim "Açık Yükseköğretim=Open Higher Education", presented paper at **Ankara Üniversitesi Eğitim Bilimleri Fakültesi Mezunları Derneği Pane**-II, 4. Feb. 1994, Ankara, Turkey.

The Open Education Faculty was discussed as being ten year anniversary from point of some aspects in this panel. Some of panelist are defenced application of the Open Education. On the other hand some of are critized OEF application. Discussions are focused on academic counselling system as ancomponent of OEF, to organize more efficiently in due course by OEF administrators.

EĞİTİM ORTAMINDAKİ İLETİŞİM KAYNAK VE SÜREÇLERİNİN UZAKTAN EĞİTİM AÇISINDAN DEĞERLENDİRİLMESİİ

5 AKYILDIZ Hayrettin. " Eğitim Ortamındaki İletişim Kaynak ve Süreçlerinin Uzaktan Eğitim Açısından Değerlendirilmesi=The Eva luation of Communication's Source and Processes at Educational Environment According to Open Education", present

ed paper at **Türkiye 1. Uluslararaşı Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRTEB, 12-15 Kasım1996, pp. 9-17, Ankara, Turkey.

This research group are the students of AÖF (The Open Education Faculty); N:60 and normal university students (N: 60). The scale developed by researcher was used as an evaluation tool. Scale contains 5 communication source, 5 communication processes and emotional support item. Firstly, items must be evaluated according to their own faculty as number between 1-9 points, then according to support to teaching processes and according to psychological satisfaction as an emotional source.

The results indicate that AÖF students and normal university students are different from each other at first level (p. 0.001).

Expectation of AÖF students to communication source is higher than normal group. This result must indicate that educational environment has to intensify communication source and processes. İt was recom mended that open education must support this direction.

UZAKTAN EĞİTİMDE TEKNOLOJİ KULLANIMI VE GELECEĞİN TEKNOLOJİLERİ

6 ALGAN Ertuğrul. "Uzaktan Eğitimde Teknolojile rin Kullanımı ve Geleceğin Teknolojileri =Use of Technology in Distance Edu cation Systems and Technologies of Future", presented paper at **Türkiye 1. Uluslararası Uzaktan Öğretim Sem pozyum Bildirileri**, Milli Eğitim Bakan lığı-FRETB, 12-15 Kasım1996, pp. 19-27, Ankara, Turkey.

This education system is known as distance education, open education, flexible learning, distance teaching or correspondence education in the literature or differently ti tled in some countries. This educational method is giving education opportunity to the great masses by using au dio-visual technologies. Developing audio-visual systems as computer, and electronic technology accelerates and simplifies the opportunity of reaching to knowledge.

It is possible to think that in the very near future, addition to widely using of radio and television, sattelite and cable TV systems, teletext, viewdata, teleconferencing systems, interactive media, internet and other communication nets, multimedia, videodiscs, CD-ROM and virtual reality will be used in educational area.

In this study will try to discuss the possibility of these tec-nologies in the future of Open Education Faculty or dis-tance education in Turkey and their contribution to the students of distance education systems.

AÇIKÖĞRETİMDE ARAŞTIRMA

7 ALKAN, Cevat. "Açıköğretimde Araştırma=Rese arches On Open Education Faculty", presented paper at **I. Ulusal Eğitim Sempozyum** Marmara Üniversitesi Eğitim Fakültesi ve Teknik Eğitim Fakül tesi, 24-30 Kasım1986, İstanbul, 1996, Turkey.

This paper gives an introduction of researches about Open Education in Turkey as an overview. The paper em-phasized the importance and necessity of researches on education technology field generally and enters Open

Education subject by introducing main research categories in the field briefly. The research that was done, introduced with dimensions such as subject, aim, method and findings and a general evaluation is done. Main research problems in field, research necessity and proposals for future take a place between other subjects which are discussed in the paper.

EĞİTİM ÖNLİSANS PROGRAMI İÇİN İLİŞKİSEL VERİ TABANINA DAYALI BİR SINAV ORGANİZASYONU

8 ARSLAN, Hüryaşa. and Erhan Akmen. " Eğitim Önlisans Programı İçin İlişkisel Veri Tabanına Dayalı Bir Sınav Organizasyonu Bilişim Sisteminin Tasarımı ve Geliştirimi= Design ing and Realization of The Cognitive System in Based on and Related to Data Base an Examination for Prelicence Degree Teacher Training Program in Turkey", presented paper at **TDB 7. Ulusal Bilişim Kurultayı,** 22-24 Eylül1988, Anadolu Üniversitesi Türkiye Bilişim Derneği, Es kişehir,pp.235-245, Turkey.

Using of computer is a kind of obligation to picking up students' information, to reach those information as soon as possible and to evaluate students' success in educational activities which aimed to educate large masses. Cognitive exam system is realized by relating based on data basefor the Associate Degree Teacher Training program at Anadolu University/Turkey in 1985.

This article pointed out the structure of the data; main step of the proccess and gave some information about success of this cognitive system.

TÜRKİYE'DE TELEVİZYONLA YAPILAN YÜKSEKÖĞRETİM: AÇIKÖĞRETİM

9 AŞKIN, Ayfer. Türkiye'de Televizyonla Yapılan Yükseköğretim: Açıköğretim=Higher Education Via Television in Turkey, Marmara Üniversitesi, İstanbul, 1990, (unpublished Master Thesis), Turkey.

This research is completed as a master thesis at Marmara University , in Istanbul. The aim of the research is formulated as to find out in which level the system was useful for the students and how the system was structured. What the structuring conditions were.

Research contains six chapters. In the first chapter, author summarized history of distance education in Turkey. The second chapter had given a brief information about other countries' Distance Education applications. The third chapter told about the structure of questionnaire whi ch applied to 500 students who are attending 3rd and 4th classes of Open Education Faculty. In the fourth chapter placed to evaluation. Chapter five is the conclusion and the end of the study is indicated sugestion by the auther. Consequently, research conducted that OEF developments and provide more productive results by the system.

ANADOLU ÜNİVERSİTESİ'NİN 30. YILI İÇİNDEN

10 AŞKUN, İnal C."Anadolu Üniversitesi'nin 30. Yılı İçinden... =Some Words on 30 Years of The Anadolu University", Anadolu Üniversitesi Yayınları, **İİBF**, 6, 2: pp. 23-38, Yayın No: 321/ 68, Kasım 1988, Eskişehir, Turkey.

In this article it is told off a background of 30 years and today's of the Anadolu University are mentioned because of its 30th Anniversary year celebrations. General information about the Open Education Faculty which aims to give education to large masses by using technological tools takes a place in the article.

YÜKSEKÖĞRETİM VE YAYGIN EĞİTİM

11 AŞKUN, İnal C. "Yükseköğretim ve Yaygın Eğitim =Higher and Distance Education", presented paper at **Türkiye'de Yaygın Eğitim Semineri (Bildirileri)**, EİTİA Yayınları, Yayın No: 138/84, pp. 119-124, Eskişehir, 1975, Turkey.

In the study, problems that prevent the developments of traditional and distance education and the inadequacy of traditional education to meet society's needs with its present applications are mentioned.

The fact that distance education can not remove the differences between students who attended the courses and who do not.

Additionally, this study serves by being inspired by the concept of "Wallless University" of modern higher education institution model; it is pointed out that concepts such as Walless student, Wallless study, Wallless administration, Wallless education, Wallless teaching must be examined and must be functional in distance education system.

The author is supporting that these sum of concepts can be defined equal to the open university or as a distance education concept.

UZAKTAN ÖĞRETİM DE KULLANILAN DERS KİTAPLARININ BİÇİMSEL ÖZELLİKLERİ: Anadolu Üniversitesi İşletme ve İktisat Fakülteleri Örneği

13 BANAR Seçil Taner. Uzaktan Öğretimde Kullanılan Ders Kitaplarının Biçimsel Özellikleri: Anadolu Üniversitesi İşletme ve İktisat Fakülteleri Örneği=Text Books' formal Features Used in Distance Education Systems: A Case of Anadolu University Faculty of Economics and Business Administration, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü (Unpublished Master Thesis) Eskişehir, 1996,Turkey.

In the past practice of distance education in Turkey was not succesful until the years of 1980's, which are established earlier. The starting year and well organized serious distance education application is 1982, which is the establishment of the Open Education Faculty at Anadolu University.

At that time, the Open Education Faculty had two programs, business Administration and Economics . But these programs changed in 1993 as being the Faculty of Management and The Faculty of Economics. By this study, it is searched that whether the visual structure of the printed material which mean books, of these faculties are enough in terms of form and student' learning behaviour or not.

The first chapter, points out the importance and neccessity of distance education system for Turkish society. And also, it is giv en the learning components of the Open Education Faculty from print material to other visual regulation by emphasizing, especially importance of typo-

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grahical and visual charecteristics side of the printed materials. In the second chapter, the method of enquiry and study have been considered and the stages of study have been listed.

In the third chapter, the results and their interpretations have been given. The results are explained as the following head lines, the charecteristics of the students' group, the results on letters, the uses of visual characteristics, used paper quality, the using of colour and designing of the text and other visual material. And also the avarage values which are calculated by using students' answers, are shown. At the final chapter, the study has been summarized, and the suggestions, which are determined by taking a note of students' wishes or expectations, are brought up. To sum up, in this study, visual design of the printed materials researched in the faculties of the Economics and Management .

BİR UZAKTAN ÖĞRETİM ARACI OLARAK BASILI DERS MALZEMESİ VE GÖRÜNTÜ DÜZENLEMESİ

14 BANAR Seçil Taner. "Bir Uzaktan Öğretim Aracı Olarak Basılı Ders Malzemesi ve Düzenlemesi = Printed Materials As Being One of Major Educational Component of Distance Education Systems", **Açıköğretim Fakültesi Dergisi**, Anadolu Üniversitesi Yayınları, Yayın No: 983/549, C. 2, S. 2, pp. 54-72, Eskişehir, Kış (winter Issue), 1997, Turkey.

Although the developments in technological equipments in educational sector, the printed materials still keep their importance in distance education systems. On the contrast at conventional education systems, printed materials

are very important components for the distance education students. They should be well and carefully designed appropriatly for the flowing of information to learners. In this design, visual side is very important to easier perception easier by students.

In this article, once more, importance of the visual design of the printed materials for distance education systems was mentioned.

UZAKTAN ÖĞRETİM İLKELERİNİN EDEBİYAT ÖĞRETİMİNE UYGULANMASI

15 BARAZ, Turhan. **Uzaktan Öğretim İlkelerinin Edebiyat Öğretimine Uygulanması= Adaptation of Distance Education Principles to Te aching of Literature**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları Ya yın No: 109/38, Eskişehir, 1985,Turkey.

This book is the doctoral dissertation study of the author that points out the inadequatly of literature teaching applied in secondary schools and, according to this fact, in the adaptation Teaching Turkish Literature, related with specialization education in higher education to the structure of distance teaching.

With this thought, in the first chapter of the book; the principles of distance teaching, processes and applications were examined and their application methods were discussed on teaching of literature.

In the second chapter, because of superiorities such as subjects that carry the quality of "Introduction to Literature" providence of possibility to individual learning, easi-

ness of usage of literature teaching program suggested for distance teaching, were developed as course notes which were appropriate to distance teaching principles.

EĞİTİM AMAÇLI VİDEONUN İŞLEVLERİ ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM F AKÜLTESİNDE ÖRGÜTSEL UYGULAMA MODEL ÖNERİSİ

16 BARKAN, Murat. **Eğitim Amaçlı Videonun İşlevleri: Anadolu Üniversitesi Açıköğretim Fakültesinde Örgütsel Uygulama Modeli Önerisi=Functions of Video For Educational Purposes: An Organizitional Application Model Proposal For Open Education Faculty of Anadolu University**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları Yayın No: 271/129, Eskişehir, 1988, Turkey..

This book is also the doctoral dissertation of the author that explains the developments of model suggestions about the usage possibilities of video in education field as a communication means and applicating video for education in Open Education Faculty. It is admitted that video machine known as "Home video" is new for both its usage properties and its usage fields.

But the usage of this machine as an educational communication can't be applied in Turkey yet. For this reason the book is seen original because it searches usage possibilities of video as a communication means, and presents suggestions for its usage in education-teaching field and especially for its usage in distance education system. Besides, as an application for distance education in Turkey, A Model suggestion for Education Application

with Video in Open Education Faculty takes place in the last chapter as the main purpose of the study.

UZAKTAN ÖĞRETİMDE VİDEO

17 BARKAN, Murat. "Uzaktan Öğretimde Video=Video in Distance Education", **Çağdaş Bir Eğitim İletişim Aracı Olarak Video: Araştırma, Kuram, Uygulama**, (Ed. Cengiz Tekin), Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları Yayın No: 004, pp.149-169, 1988, Eskişehir, Turkey.

In this article; main properties of education-teaching-learning needs, communication process with education purpose, and with the usage of video in education is mentioned and also, explained functional properties of video machine in distance instruction system is explained. In the study, by acting with video's properties; it is given examples related to the fact that in which fields video could be used in OEF System.

And as a result, it is pointed out that in circumstances of modern education and teaching, the benefits sourced from proporties of video must not be ignored.

ZİNCİRE VURULMUŞ PROMETHEUS" TRAGEDYASI VE AÇIKÖĞRETİM ADINA DÜŞÜNDÜRDÜKLERİ

19 BARKAN, Murat. "Zincire Vurulmuş Prometheus Tragedyası ve Açıköğretim Adına Düşündürdükleri=Tragedy of The 'Chained Promethous' And Its Thoughts In The Name of Open Education Faculty",

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Açıköğretim Fakültesi İletişim Bilimleri Dergisi, **Kurgu**, S. 6, pp. 223-240, Ya yın No: 354/144, Haziran 1989, Eskişe hir, Turkey .

In this article, the importance of information and to the function of it in social life is dealt with. It shows that meeting the qualified information which the modern human needs is strongly related with education and teaching methods.

The differences of modern method and traditional method for reaching qualified information are discussed, and with this respect the function and role of distance teaching philosophy are diccused. In the study, it is concluded that information need in higher education dimension for Turkish society should be taken out from the restrictions of traditional teaching institution and should be an alternative for widespread public masses as a modern approach of "Institutional Prometheus".

UZAKTAN ÖĞRENİM MODELİNDE VİDEO KULLANIMININ VERİMLİLİĞE VE ÖĞRENMEDE BAŞARIYA KATKISININ ÖLÇÜMLENMESİ İÇİN BİR ÖRNEK UYGULAMA: AÖF VİDEO İLE EĞİTİM MERKEZLERİ

20 BARKAN, Murat and Uğur Demiray, " Uzaktan Öğrenim Modelinde Video Kullanımının Verimliliğe ve öğrenmede Başarıya Katkısının Ölçümlenmesi İçin Bir Örnek Uygulama: AÖF Video ile Eğitim Merkezleri=Using Video and its Effects or Efficency in Distance Education Model", İletişim Bilimleri Fakültesi Dergisi, **Kurgu**, S. 6, pp. 241-271, Yayın No: 354/144, Haziran 1989, Eskişehir, Turkey.

In this article functions of video was tested in distance education system, as an educational environment. It is given place to the results of Education Center Application with video which introduced Denizli province and its surrounding in the form of OEF. In the article, operating of the system and data obtained from the application of video instruction was tested by "T test". Results show that the video instruction affected the learning success of the student between 40 and 60 points more than before.

NEW DIMENSIONS SYSTEM WITH ADVANCED DISTANCE EDUCATION SUPPORT

21 BARKAN, Murat and Uğur Demiray. "New Dimensions System With Advanced Distance Education Support", STOU University Press, **Never Too Far**, Vol. 14: pp. 3-6, March 1990, Bangkok, Thailand.

In this article authors indicated developing distance education in Turkey by Anadolu universty Open Education Faculty. After beginning of the Open Education Faculty, system tried to improve its main educational components as education via video in sevaral centers around Turkey , try to develope (exercise) some computer aided instructional materials and education via satellite for Turkish citizens who are living in West Europe Countries.

VEC PILOT PROJECT THE USE OF VIDEO EDUCATION IN TURKEY OPEN EDUCATION FACULTY

22 BARKAN, Murat and Uğur Demiray, " VEC Pilot Project the Use of Video Education in Turkish Open Education Faculty" **Jour-**

nal of Distance Education, Vol. V, No.1, Spring 1990, pp. 71-72, Canada.

This article gives . place to new technological developments for educational area. In this respect distance education applications should change its using technologies according to these developments. This technologicial developments helps the individual education especially for distance education students or systems around the world.

YENİ TEKNOLOJİK GELİŞMELE R IŞIĞINDA EĞİTİM İ LETİŞİMİ: UZAKTAN ÖĞRETİMİN YENİDEN YAPILANMASI

23 BARKAN, Murat. "Yeni Teknolojik Gelişmeler Işığında Eğitim İletişimi: Uzaktan Öğretimin yeniden yapılanması=Restructring of Education Communication Under the Light of New Technological Developments", presented paper at **Eğitim Teknolojisi ve Bilgisayar Destekli Eğitim 1. Sempozyum Bildirileri**,Anadolu Üniversitesi 25-27 Eylül 1993, pp. 75-99, Eskişehir, Turkey.

Late twenties has a unique identification in terms of fast qualitative and quantitative differentiations in educational demand.

One of the basic reasons for this is the tremendous speed of growth in communication opportunities as well as the knowledge on communications. As a result more people need to know more about anything. This is a clear provocation for the growth of information tecnologies and facilities. Distance educations which is an alternative educational communication model is one of the well

known field that experiences the mentioned provocation for high speed change, especially in structure. That is how massive "distance teaching" is losing popularity and indivudalized "open learning" is becoming popular. Improvments and new developments in communication is the basic reason for this structural change.

VIDEOCASSETTE E ISTRUZIONE A DISTANZA COME MEZZI DI SOSTEGNO DELLA SCUOLA PRIMARIA NELLE AREE RURALI DELLA TURCHIA

24 BARKAN, Murat and A. Haluk Yüksel." Videocasesette e Istruzione a Distanza Come Mezzi di Sostegno Della Scuola Primaria Nelle Aree Rurali Della Turchia", **Istruzione a Distanza**, Anno. IV, pp. 51-57, Dicembre 1992, Rome, Italy.

This article is Italian version of the same content with metioned above articles which contain Video education centers application of the Opend Education Faculty

UNIVERSITY-LEVEL DISTANCE EDUCATION IN TURKEY

25 BARROWS, C. Leland (Ed) "University- level Distance Education in Turkey", **HigherEducation in Turkey**, Unesco/CEPES, ÖSYM, pp.47-48, Dec. 1990, Ankara, Turkey.

This article present origins of distance education since late 1950's. Then article gives a place to running of open education faculty and some figures which belong to 1990 academic year.

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AÖF BÜRO YÖNETİMİ PROGRAMI KLAVYE ÖĞRETİM DERSİ İÇİN UZAKTAN ÖĞRETİM VE SINAV UYGULAMASI

26 BENLİGİRAY, Serap, M. Emin Mutlu, Ruşen Yılmaz, Sinan Aydın ve A. Ekrem Özkul. "AÖF Büro Yönetimi Programı Klavye Öğretim Dersi İçin Uzaktan Öğretim ve Sınav Uygulaması = Keyboard Teaching Course and its exam Application via DE Method in Office Administration Programme of the OEF", **IV. Ulusal Eğitim Bilimleri Kongresi'nde Sunulan Bildiri 10-12 Eylül 1997**, Anadolu Üniversitesi Eğitim Fakültesi ve Eğitim Bilimleri Enstitüsü, Eskişehir,1997, Turkey.

This article pointed out and examined of software for Keyboard Teaching Course examination (it can be call using ten finger in learning klavye course) as being apart from traditional Open Education Faculty' examination via distance education method developed and applied by Computer Aided Academic Counselling Centre-CAACC-(abrrev in Turkish as BDADM) in OEF office, Eskişehir.

ANADOLU BASININDA AÇIKÖĞRETİM

27 BODUR, Feyyaz. **Anadolu Basınında Açıköğretim=Open Education Faculty In Local Turkish Press**, Anadolu üniversitesi Açıköğretim Fakültesi Yayınları, No. 677/332, 125p., 1993, Eskişehir, Turkey.

In this study, articles collected which are given news deal with OEF and published in Turkish local and regional press or dailies between 1986-1989 years. These articles

are published in 13 cities, with 25 local press. Selecting of these cities and dailies is for the reason subscribtion thes dailies by the OEF offices in these cities.

Cities and Local Dailies are; **Adana** (Expres), **Bursa** (Olay), **Denizli** (Meydan), **Diyarbakır** (Mücadele), **Elazığ** (Turan), **Erzurum** (Hürsöz),**Eskişehir** (İki Eylül, Eskişehir Bayram, İstikbal, Milli İrade, Olay, Sakarya, Son Haber), **Kayseri** (Kayseri Anadolu Haber, Kayseri Olay), **Konya** (Yeni Meram, Yeni Konya), **Samsun** (Karadeniz Postası), **Trabzon** (Karadeniz, Kuzey Haber), **Van** (İki Nisan, Van Sesi) and **Zonguldak** (İnanış, Zonguldak Haber).

DERS ÖĞRETİMİNDE TELEVİZYONDAN YARARLANMA

28 BOZHÜYÜK, Mehmet Emin. "Ders Öğretiminde Televizyondan Yararlanma=Utilizing TV in Teaching", presented paper at **I. Ulusal Eğitim Sempozyumu** Marmara Üniversitesi Atatürk Eğitim Fakültesi ve Teknik Eğitim Fakültesi, 24-30 Kasım 1986, İstanbul, Turkey.

In this paper, it is pointed out that universities can get help from TV while teaching necessary and elective courses in Turkish Higher Education System, and Anadolu University Open Education Faculty is a product of this opinion.

It is mentioned that the students of other universities besides those of which Anadolu University will be able to have chance in taking the courses which are broadcasted by the cooperation TRT (Turkish Radio and Television Corparation)) Anadolu University and Higher Education Council such as principles of Atatürk and History of the Turkish Revoluation, Mathematics, Turkish and English

and it is also emphasized that occupational courses may will be prgrammed easier in respect for place and time.

DISTANCE EDUCATION SYSTEM IN TURKEY

29 BOZOK, Sinan. **Distance Education System In Turkey**, Anadolu Üniversitesi Eğitim Tek nolojisi ve Yaygın Eğitim Vakfı Yayınları Yayın No:16, 8p, Eskişehir,1989,Turkey. *(Also this study has been presented at the **4th Annual European Correspondence Schools Conference**, on 4-8 April, in1988, İstanbul, Turkey)* .

In this study, theoritical and practical instruction developments which were needed to be formatted for applicating distance education method in Turkey in a time between 1970 and 1982 are summarized and it is also given place to running of Open Education Faculty which started enrolling students in 1982.

In the study which was pointed out that 80-85% of application in Open Education Faculty is being done with printed materials and 15-20% of it is being done with TV course programs; teaching programs of faculty and general informations about teacher training for Pre-Bachelor degree programs are also included in the content.

'AÇIK ÜNİVERSİTE' ÖNERİSİ ÜZERİNE

31 BÜYÜKERŞEN, Yılmaz. "Açık Üniversite Önerisi Üzeri ne=On Open University Suggestion", (50th Year Special Issue), **ESADER**, pp. 369-379, Eskişehir, 1973, Turkey.

In the study it is mentioned that there's no need to discuss the strength of mass communication media such as press, radio and especially TV in education in developed countries and unfortunately the usage of modern technology in education and teaching could be handed insufficiently. Besides giving information about the role of mass communication media in education and teaching, importance of TV in teaching system, the open TV system in education and the Open University while it is also given place to the subject that what can be done in Turkey in this field.

TÜRK EĞİTİM SİSTEMİ VE YÜKSEKÖĞRETİMDE TALEP FAZLASI KARŞISINDA TÜRKİYE İÇİN BİR MODEL ÖNERİSİ

32 BÜYÜKERŞEN, Yılmaz. "Türk Eğitim Sistemi ve Yüksek öğretimde Talep Fazlası Karşısında Türkiye İçin Bir Model Önerisi=Application of An Educational Model Meet Greater Demands of Turkish Higher Education", Yayınlanmamış DPT-EİTİA Proje Raporu, 1978, 40p. (Unpublished but Copied Report), Eskişehir,Turkey.

This report (which was prepared in 1978) is named as famous "Büyükerşen's Report" at history of distance education in Turkey. The report is made up of two main chapters. The first chapter consists of modern problems about education-production relations and information and examples of "Education Technology" and Education Systems with TV'. In the second chapter, education-teaching with TV subject in the respects of present higher education conditions in Turkish Ministry of Education is discussed and the principles of a possible Open University model are suggested.

YÜKSEKÖĞRETİM VE YAYGIN EĞİTİM

33 BÜYÜKERŞEN, Yılmaz."Yükseköğretim ve Yaygın Eğitim=Higher Education and Distance Education", presented paper at **Türkiye'de Yaygın Eğitim Seminer Bildirileri**, EİTİA Yayınları, Yayın No: 138/84, pp.105-118, 1975, Eskişehir, Turkey .

The paper consists of two chapters. In the first chapter, by examining the role of universities in distance education in developed countries, the distance education applications of these universities were summarized. And in the second chapter, it is given place to the subjects of distance education's role and place in higher education and importance of distance education for higher education in Turkey.

In the study it is pointed out that universities do not have special activity programs which aim distance education, and give information and culture to the outside of university in orderto . It is told that in advanced nations, universities accept distance education besides traditional education as a portion of their function. As a result, it is supported that by giving regional projects that consist distance education and traditional higher education institutes and by leaving sufficient allowance to them; these institutions can apply the function of distance education.

ÇAĞDAŞ EĞİTİM SORUNLARI KARŞISINDA ÇAĞDAŞ BİR ÇÖZÜM OLARAK AÇIKÖĞRETİM

34 BÜYÜKERŞEN, Yılmaz. "Çağdaş Eğitim Sorunları Karşısında Çağdaş Bir Çözüm Olarak

Açıköğretim=As a Contemporary Solution for The Contemporary Education Problems: Open Education", **Yüksek öğretim Bülteni**, Vol.1: pp. 36-46, 1986, Ankara, Turkey.

The study deals with the subjects of: The modern appearance of problems related with education-teaching relations in the world; educational technology and distance education system; the appearance of education and secondary education in Turkey before 1980; the beginnings of possibilities in Turkish Open Education; reform in higher education and the existing of Turkish Open Education as a solution suggestion model of Anadolu University Open Education Faculty. The author states that "Turkish Open Education system is just at the beginning now, and its present condition makes up the main reason of our looking at future with great hope.

ANADOLU ÜNİVERSİTESİNDE 30 YIL

35 BÜYÜKERŞEN, Yılmaz. "Anadolu Üniversitesi'nde 30 Yıl= 30 Years in Anadolu University", İktisadi ve Bilimler Fakültesi Dergisi, **İİBF**, 6, 2: 7-11, Yayın No: 321/68, Kasım,1988, Eskişehir, Turkey.

Because of Anadolu University's 30th Anniversary year, the first years of university's establishment, studies made in first years and persons who participated to those studies are mentioned. Also, the development line of university since its establishment was restrored. It was given place to the introduction of The Open Education Faculty which also uses the technological means.

AÇIKÖĞRETİMİN TÜRKİYE VE TÜRKİ CUMHURİYETLER EĞİTİM SORUNLARINA ÇÖZÜM OLANAKLARI

36 BÜYÜKERŞEN, Yılmaz ve Tahir Özgü. **Açıköğretimin Türkiye ve Türki Cumhuriyetler Eğitim Sorunlarına Çözüm Olanakları =Opportunities Solving Educational Problems of Turkey and Turkic States Through the Açıköğretim Fakültesi**, Anadolu Üniversitesi Yayınları, No: 463, Eskişehir, 1992 Turkey.

This report consists of seven chapters by approching participating dimension of the Open Education Faculty turkey's and Turkic States'educational problems. Firstly history of Open Education Faculty is summarized and then possibilties of the solving educational problems are discussed. Data, based on an official numbers of the Anadolu University. From this point of view this report is quite important source for the researcher.

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ'NDE UZAKTAN ÖĞRETİM KANALLARI İÇERSİNDE EĞİTİM TELEVİZYONUNUN ROLÜ VE EĞİTİM TV PROGRAMLARI ÜRETİM SÜRECİ

37 CANDEMİR Abdülkadir, Emine Demiray, Nedim Gürses, Mediha Sağlık and A. Ziya Özgür. "Anadolu Üniversitesi Açıköğretim Fakültesi Uzaktan Eğitim Kanalları İçersinde Eğitim Televizyonunun Rolü ve Eğitim TV Programları Üretim Süreci=Distance Education and Educational TV Producing Process: the Role of Educational Components In distance education systems and Producing Process of Educational TV

Programmes in Faculty of Open Education at Anadolu University-Turkey", **Türkiye 1. Ulusararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRETB,12-15 Kasım 1996, pp.99-103, Ankara,Turkey.

This paper mainly points out of the explanation of theoritical information of using educational TV programmes in DE systems from the fundamental elements and producing process point of view .For that reason, this paper will indicate the role of technological opportunities and human resources and their functions deal ing with producing process of educational TV and radio programmes in the OEF at Anadolu University, Turkey. Additionally, paper will include producing conditions of educational TV and radio programmes at current position, and comments for future goals. Also includes the problem that are faced during the production. At the end of paper; authors showed a sample educational TV program producing process phases as video program to tha conference parti cipients for aiming how an education al TV program can be produced in OEF and ideally for DE systems.

AÖF'ÜN YAYIN OLANAKLARI

38 CANDEMİR Abdülkadir. "AÖF'ün Yayın Olanakları= Possibilities of Open Education Faculty Publication,**Açıköğretim Fakültesi Dergisi**, Anadolu Üniversitesi Yayınları Yay ın No: 983/549, C. 2, S. 2, pp. 42-53 Eskişehir, Kış (Winter) 1997, Turkey.

This article points out that production tecniques of the educational audio and visual course materials is quite different from other system material production. It should depend on economic conditions, an expert technical team, techical sub-structure and conteporary thinking brains.

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The Open Education Faculty has nearly 15 years techni cal experience on producing audio and visual educational course material in Turkey. Anadolu Üniversiy OEF especially is expert on producing televized course material in its own studios and printing house, maybe the first. And also, University has substructure technically to broadcast its produced TV course materials from Eskişehir to Turkey or abroad via satelite if a chance to broadcasting legaly by the government is given.

İLETİŞİM SANATI OLARAK MÜZİĞİN ÖĞRETİM VE EĞİTİM ORTAMLARINDAKİ KURUMSAL YAPISI İLE YAYGIN EĞİTİMDE BİR MODEL ÖNERİSİ

39 CEMALCILAR, Ali. **İletişim Sanatı Olarak Müziğin Öğretim ve Eğitim Ortamlarındaki Kurumsal Yapısı ile Yaygın Eğitimde Bir Mo del Önerisi=Instutional Structure of The Music As An Educational Medium In Communication Arts And Model of Suggestion For Distance Education**, Anadolu Üniversitesi Açıköğre tim Fakültesi Yayınları Yayın No: 280/ 133, Eskişehir, 1988, Turkey.

This book which was conducted as doctoral dissertation of the author was accepted in 1988. It consists of five chapters. The first two chapters mention about relationships of art and communication and historical development of music. The third chapter stands on institutional models of music education. Historical development of music and institutional structure of music education in Turkey are in 4th chapter. The 5th chapter explains distance education detail. It is hypothesized that under the titles of 'the institutionalized studies of music in traditional and distance education fields in Anadolu University' and 'A model

suggestion of distance music education for open education Faculty'; music can be conducted to widespread masses by mass communication and similar media and education-art oriented music programs. Besides, it is supported that Open University systems in which distance education is applied will produce culture and will be the main source for communicating this culture to humans and will create new composers, performers and commentators and as an important invention will provide a great mass of auidience of concerts.

UZAKTAN MATEMATİK ÖĞRETİMİNDE İŞİTSEL KASETİN KULLANILMASI: AÖF İÇİN BİR MODEL ÖNERİSİ

40 ÇETİNÖZ, Nermin. Uzaktan Matematik Öğretiminde İşitsel Kasetin Kullanılması AÖF için Bir Model Önerisi=Using of Audio Cassette for Mathematic Teaching in Distance Education, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, (Unpublished Master Thesis), Eskişehir, 1993, Turkey.

Ms Çetinöz discusses, benefits of using audio cassette for teaching math course at distance education systems in her thesis. She applied a questionnaire to its target Open Education student group to examine her thinking before giving her last desicions. According to her test, student says that audio cassette is very useful to develep their thinking way to understand math courses better than to learn only TV or printed course materials.

TURKEY: DISTANCE EDUCATION

41 COUNCIL of **Europe Newsletter**."Turkey: Distance Education", **Council of Europe Doc-**

uments M-ED 16-8, W.F.B., 3/89, pp. 38 40, 1989, Strasbourg, France.

This report consists of five subtitles prepared by Council of Europe. These are about brief history on developing distance education in Turkey, its main characteristics, structure of the system of media and past and present courses, program activities abroad and primary school teacher training.

MEGA-UNIVERSITIES AND KNOWLEDGE MEDIA: Implications of New Technologies For Large Teaching Universities

42 DANIEL, John S. **Mega-Universities And Knowledge Media: Implications of New Technologies For Large Teaching Universities** , Milton Keynes, The Open University Press, 1995, United Kingdom.
(Orjinal form of this study accepted as MA thesis at Canada Athabasca Universitsy in 1995 Additionally it is presened by titling Mega-Universities of the World /The Top Ten/, at The Meeting of the Executive Heads of These Universities on June 27, 1995 at the 17th World Conference of ICDE, in Birmingham, The United Kingdom).

The development of the techniques of open and distance learning, and their application in all over the world, has been the great success story of education and training in the second half of twentieth century.

The most striking manifestation of the growth of open and distance education has been the emergence and success of the mega-universities described in this study. These

are defined as institutions which have a student enrolment of over 100,000. Today there are ten such institutions. The mega-universities have broken out of the constraiants of the eternal triangle of access, quality and resources, which has traditionally limited the expansion of education. They have pionered the expansion of access to universities in their respective countries; they have been standard bearers for equality of opportunity and they have shown that increased student numbers can be accompanied by improvments in the quality of course materials and student support.

In this study mentioned that one of the mega-universities in the world is the OEF as being world sixth. In Turkey part of the study deal with the running of the OEF and some brief information about the OEF.

AÇIKÖĞRETİM FAKÜLTESİ ÖĞRENCİLERİNİN BOŞ ZAMANLARINI DEĞERLENDİRME EĞİLİMLERİ

43 DEMİRAY, Uğur. **Açıköğretim Fakültesi Öğrencilerinin Boş Zamanlarını Değerlendirme Eğilimleri=Evaluation of The Leisure Activities Trends of Open Education Faculty's Students**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları Yayın No: 252/121, Eskişehir,1987, Turkey.

The study which was done as the doctoral dissertation of the author between 1984-1986 years, is put into book with the same name after revising by the author. The research which aims to discover the characteristics of the mass who is named as distance education students whose all day is free and to discusse for the different and similar features of these students with traditional higher education students.

This study is an emprical research that covers 10,000 people in 4th class. The results of the study can be summarized as follows: Open Education Faculty students besides the qualification of students' 'whose all day are free have a very little leisure time and mostly are working in a certain job. These students show some differences also in the respects of age, marital status, economics and living from normally traditional students of traditional higher education. Economic and culture levels of their parents are below to those of traditional higher education students. They are in the trend of joining leisure time activities not individually but they prefer to be with group. Open Education Faculty students density need to Student Culture Education Center which will be organized by institution (university).

AÇIKÖĞRETİM FAKÜLTESİ MEZUNLARININ BAZI NİTELİKLERİ ÜZERİNE BİR ÇALIŞMA

44 DEMİRAY, Uğur. "Açıköğretim Fakültesi Mezunları nın Bazı Nitelikleri Üzerine Bir Çalışma=A Study on Some Characteristics of The Graduates of Open Education Faculty ", **Mili Eğitim**, Vol. 75: pp. 44-52, 1988 Ankara, Turkey.
*(Additionally published at **Çağdaş Eğitim**, Vol. 124: pp. 9-16, 1987, Ankara, Turkey and **Kitle İletişim Araçları ve Boş Zaman**, -Ed. Uğur Demiray-, Anadolu Üniversitesi Eğitim Teknolojisi ve Yayın Eğitim Vakfı Yayınları, Yaygın No: 005, Eskişehir, 1988, Turkey).*

This nine pages article is the summary of the "First Graduates of The Open Education Faculty (OEF); Economics-Business Administration". Article also gives a place to "Some Information of Qualifications of The OEF Graduates".

In this study, the structure of first graduates of The O EF-which had started a new period for its originality in application in our country's individual characteristics ways is tried to determined. In the author's study during 1985-1986 educational year spring term an applicative study is done for 768 students graduated from OEF. In the article the results that the author reached are as follows: The graduates of OEF mostly live in rural areas of Turkey; the graduates of OEF are mostly men; the average age of graduates are higher than those attending traditional departments; the rate of graduations, is increasing when the parents of the studen ts have a high level of education; and there is a strong relation between daily course study hours and graduation rate.

..VE AÇIKÖĞRETİM FAKÜLTESİ ÖNLİSANS EĞİTİM UYGULAMASI

45 DEMİRAY, Uğur. "...Ve Açıköğretim Fakültesi Önli sans Eğitim Uygulaması=Application of Pre-Bachelor Teacher Training in Open Education Faculty", **Milli Eğitim** Vol. 74: pp. 36-40,1987, Ankara, Turkey.

In this article general information was given about completing two-year university diploma equal to associate degree education in the direction of distance education methods for teachers who have secondary school diploma. This project is put in to application in 1985-86 Academic Year by Anadolu University OEF. The aim of this article is to provide general information on this application for teachers trough the journal **Milli Eğitim**, because in-service teacher training subject has been operated in this dimension firstly. In this article the importance of primary school teacher education was emphasized and their in-service training activities which take place in law, numbered 1739. It was given place to the difficulty of the com-

plement of teachers in-service education activities in education faculties by face-to-face method and to the examples of teacher education in other nations which apply distance education method. Then the reason of putting into application and process of this service by Anadolu University in the direction of the agreement between Anadolu University and National Ministry of Education, was told. It was also given place to some statistical data, related with this application which covers nearly 130.000 teachers for educating by distance education.

SOME CHARACTERISTIC OF THE FIRST SENIOR STUDENTS OF THE ANADOLU UNIVERSITY OPEN EDUCATION FACULTY IN 1985-86 EDUCATIONAL YEAR (TURKISH CASE)

46 DEMİRAY, Uğur. **Some Characteristics of The First Senior Students of The Anadolu University Open Education Faculty In 1985-86 Educational Year (Turkish Case)**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayın No: 010, 40p. 1988, Eskişehir, Turkey.

Anadolu University has carried out the distance education system since 1982 and in this way it has brought a new dimension to Turkish education system. This new system, will go on existing and be widespread and will become functional in terms of the characteristics of Turkish social structure. Therefore, the system has to "reorganise" itself according to the nature of Turkish people and the requirements of our time.

This present study, when the information given above are taken into consideration, has analysed the characteristics of the OEF (Economics and Business Administration) stu-

dents in the year 1985-86 when the faculty has its first graduates. The main subject of this paper is; what social and personal characteristics the Open Education Faculty graduates have? Consequently, the purpose of this study is to find out the characteristics of the graduates, mentioned above, trough the use of a descriptive method.

AÇIKÖĞRETİM FAKÜLTESİ İLK MEZUNLARI İKTİSAT/İŞ İDARESİ

47 DEMİRAY, Uğur. **Açıköğretim Fakültesi İlk Mezunları: İktisat/İş İdaresi=First Graduates of The Open Education Faculty: Economics And Business Administration**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları Yayın No: 008, Eskişehir,1988, Turkey.

In this study, it was tried to be determined that what kind of a structure the first graduates of The Open Education Faculty have. As it is known OEF had begun a new period from the point of view its application originality in our country's education system and the demand it meets in terms of socio-economic and individual characteristics. The author has done an applicative study on 768 students which were graduated from Open Education Faculty in spring term of 1985-86 educational year.

In the first chapter of the book which consists of 4 chapters; it was given place to the problem, aim, limitations, importance and statistics of the study and to the descriptions of concepts which often take place in the study. In the second chapter about information related with the method of the study. In the third chapter was mentioned comments were made by operating on informations which are provided from questionnaire titled as findings and comment, and the study was completed by fourth chapter

which consists of summary and suggestions. From the conclusions of t he study, it was seen that; the first graduates of The Open Education Faculty are mostly from East and South East Anadolu Province and rural areas, have professions and are included to middle income group. It can be also said that the parents' of the graduates take place in middle or sub income groups.

In the study graduates were also examined according to their ages and sexes, and it was found that they are mostly between 26-30 ages, and men are three times of women. Besides these results, it was also given place to graduates' marital statuses, family conditions, and their relations with their surroundings in the study.

At the end of the book; some additive informations about the study, as a reading part that tells the general characteristics of the senior students which take place in the group that was graduated from OEF are added, in the hope of being necessary and useful for the readers.

AÇIKÖĞRETİM FAKÜLTESİ ÖĞRENCİLERİNE YENİ BİR HİZMET SUNUYOR: VİDEO İLE EĞİTİM

48 DEMİRAY, Uğur and Murat Barkan, "Açıköğretim Fakül_tesi Öğrencilerine Yeni Bir Hizmet Sunuyor; Video İle Eğitim=The Open Education Faculty is Presenting a New Service For Its Students; Education Via Video", **Yeni İletişim**, Vol. 3, pp.11-12, 1988, İstanbul, Turkey.

In this article, printed materials, TV, radio broadcasts and academic counselling services for Open Education Faculty students and an additive service that was presented to The Open Education Faculty bureau services in 19 cities;

"Video Education Center Service" are handed. In the study, the evaluation of the pilot project application which was done in bureaus of video education centers in Konya, Denizli and future plan for Trabzon, Samsun, İzmir and Eskişehir was discussed. And introduction of Video Education Center, its aims, its time of service and its results were mentioned.

VIDEO EDUCATION CENTERS TO MEET STUDENT NEEDS IN TURKISH DISTANCE EDUCATION PROGRAMS

49 DEMİRAY Uğur, Marina S. Mc.Isaac, Murat Barkan. and Karen L. Murphy, **Video Education Centers To Meet Student Needs In Turkish Distance Educati on Programs**, Anadolu Üniversites i Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları Yayın No: 012, Eskişehir,1988, Turkey. *(Also, this study has been appeard in Educational Communication an Interna ional Review Section- Fall 1988, pp. 182-185 , Washington DC, USA and* ***Journal of OEF Communication Sciences KURGU****, Vol. 5, pp. 319-327, January 1989, Eskişehir, Turkey).*

This study discussed the educational function of video in distance education systems and about the first project application of the Open Education Faculty's Konya and Denizli Student Information Bureaus. Study presented at seminar held by AECT in Lousiana in 1988, USA Study consists of brief history of OEF than gives a place, before from the result of Konya and Denizli province application. As a result, education by video increased students learning ability 45-60 point more.

FINDINGS OF A RESEARCH ON THE STUDENTS' USE OF TIME: A CASE STUDY OF THE ANADOLU UNIVERSTY OPEN EDUCATION FACULTY IN TURKEY

50 DEMİRAY, Uğur. **Findings of a Research on The Students' Use of Time A Case Study of The Anadolu University Open Education Faculty In Turkey**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No:017, Eskişehir, 1989, Türkiye.

*(Additionally, this Study has been Printed as a Summary in **Sport and Leisure A Journal of Social Science Abstract SRLS** 1988, p. 354 ,Canada and in **Leisure Recreation and Tourism Abstract LRTA** 1989, Vol:14, No: 3, p. 208, The United Kingdom).*

Research was based on the descriptive method. The research also, deals with exploring and finding out attitudes and directions of leisure activities of distance education students, in Turkey and their expectations from university administration.

This study is an empirical study to measure satisfaction of the students, using their leisure time and recreation themselves in today's society. So, especially in the university environment or conditions must be their sub-constractions to be functional in its society established with.This study consists of four chapters. The first chapter summarizes the phases of the conflict between man versus nature. And in terms of the relationship between man and his leisure time activities, it introduces the "modern man" experiencing social change due to technological development. This chapter also includes the relationships between the individual and the society in terms of leisure

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time activities and socio -economic conditions. And the Open Education Faculty, which was the unique distance education institute in Turkey, has been introduced briefly.

The second chapter includes the method, the control group, data collection and the questionnaries used during the study. In the third chapters the analysis of the data and the comments take place. This part also includes the comparisons of leisure time activities of the university students with those of the Open Education Faculty students. The last chapter includes the conclusion part and the results of the study and the suggestions for further studies.

As a result, leisure is very important for distance system in all world. Especially distance education students must be motivated to some leisure activities by establishing Student Cultural and Education Centers all over Turkey. The students are in need of someone who is expert in their regional centers. Because they want to save their passive position to active in their leisure. Although 60% of them working, this group and others belive that leisure is very important factor in their social-cultural life or to state life-style in future.

If administrators are not interested in this subjects, this problem will be unsolved in future. They need to well timing, to relax and be creative to develope themselves for being mature man and functional in social life.

TURKEY'S OPEN EDUCATION FACULTY

52 DEMİRAY, Uğur. " Turkey's Open Education Faculty", **Journal of Industry and Higher Education**, London, Vol:4, No:1, pp. 53-54, March 1990, Butterworth Scientific Publication Lts, The United Kingdom.

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This article reports the social and educational developments brought about by the Open Education Faculty at Anadolu University in Turkey. It describes the course of study, teaching methods, financial and organizational aspect of the faculty. Additionaly, students profile and international relations are set up in this article. Consequently, Open Education Faculty had been discussed at the international platform by the journal of industry and Higher Education once more as a serious and large volume distance education institute, İn the world.

GRADUATES OF THE OPEN EDUCATION FACULTY IN TURKEY

53 DEMİRAY, Uğur. "Graduates of the Open Education Faculty In Turkey", **Journal of Educational Television**, Vol: 15, No:3, pp. 155-161, October 1989, Oxfordshire, The United Kingdom.

Anadolu University is in the position of being the biggest university of Turkey with its students more than 300.000 . Anadolu University Open Education Faculty which educates by using distance education methods was founded in 1982. After four years of its establishment, The Open Education Faculty which had its first graduates in 1985-86 educational year, have brought a new dimension to Turkish Education life. In spring term 1985-86, 768 person have taken Bachelor degree (or university diploma) from the faculty as the first graduates. The study has aimed to examine these 768 graduates in social, individual and socio-economic characteristics. The study in which some characteristics of graduates' mass are exhibited, will be a consultance source for native or foreign researche(r)s. This study was also presented as a paper in national and international seminars.

AN OVERWIEV OF THE OPEN EDUCATION FACULTY ANADOLU UNIVERSITY-TURKEY

55 DEMİRAY, Uğur, "An Overwiew of the Open Education Faculty Anadolu University-Turkey", **Research in Distance Education**, Vol. 2, Number 3, p. 12, July 1990, Athabasca, Ca nada.

I this study aimed to give some brief information and decribe with a general lines some aspects of the Open Education Faculty for introduce to other reseachers who are living in abroad.

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ İLE İLGİLİ OLARAK YAPILAN ÇALIŞMALAR KAYNAKÇASI 1982-1990 AND 1982-1992

57-A DEMİRAY, Uğur, Nermin Çıldır Özgür and Feyyaz Bodur. **Anadolu Üniversitesi Açıköğretim Fakültesi ile İlgili Olarak Yapılan Çalışmalar Kaynakçası 1982-1990=A Review of Literature on the Open Education Faculty (1982-1990)**, Anadolu University Publications, No. 454/207, Eskişehir,120p, 1990 ,Turkey.

This study is the first Turkish version of the study which is entitled as an A Review of the literature on the Open Education Faculty (1982-1990) This book include approximately 90 studies which are conducted on the Open Education Faculty in those 8 years.

57-B is he second edition of Turkish version of the study which is mentioned at article 55-A, prepared is expanded and revised copy between 1982-1992 years for the 10th Anniversary year of OEF, by Uğur Demiray and published in 1994. And also,as mentioned at next articles

56-A and 56-B its English versions explanation placed in in this study. This book include approximately 140 studies which are conducted on the OEF in 10 years.

A REVIEW LITERATURE ON THE OPEN EDUCATION FACULTY (1982-1990) AND (1982-1992)

58-A DEMİRAY, Uğur. **A Review Literature On The Open Education Faculty (1982-1990)**, Anadolu University Publications, No.455/208 120p, Eskişehir, 1990, Turkey.

Also this is the first edition of English version of the study which is entitled in article 55-A and 55-B. This book include approximately 90 studies which are conducted on the Open Education Faculty in those 8 years.

Also atricle **58-B** this study is the second edition English version of the study which is entitled in article 55-B, prepared between 1982-1990 years, for the 10th Anniversary of OEF, by Uğur Demiray and published in 1994. This book include approximately 140 studies which are conducted on the Open Education Faculty in 10 years.

Close Encounters to The Fourth Kind: DISTANCE EDUCATION VERSUS CLASSROOM

59 DEMİRAY Uğur. (Ed.) **Close Encounters To The Fourth Kind:Distance Education Versus Clasroom**, Turkuaz Yayınları, Araştırma Dizisi, No.95/2-6,1995 1995, 284s, Eskişehir, Turkey.

Of the millions of words written on education system in the literature, remarkably few have been about aiming to compare in the countries' their own education systems Even if, conventional education systems too. This study is prepared in London during 4-Mounth Distance Education for Development-1991 at Universty of London, Education Department and published in 1995, Eskişehir, Turkey. Study consist of 12 countries. These are; Colom bia, Ghana, India, Indonesia, Jamaica, The Maldives, Mauritius, Pakistan, Sri Lanka, Sudan Tanzania and Turkey, preparing by 21 authors from these coun tries. At the first month of the course, every course participients presen ted its country case study . In other words, the content of the presentations are what was going on about distance education, in those countries.

İlkeleri, İşleyişi ve Örnekleriyle
DÜNYADA AÇIKÖĞRETİM

60 DEMİRAY Uğur. (Ed.) **İlkeleri, İşleyişi ve Örne le riyle Dünyada Açıköğretim=Distance Education Examples in the World** ,Turkuaz Yayınları, Çeviri Dizisi, No. 95-5,1995, 262s., Eskişehir, Turkey.

In this study author collected 15 translated article from some aspects of distance education application around the world.

The articles are categorized and placed with the headlines as; **Communication Technology;** Commun ication Techno logy in Distance Education written by Abe Yoshia, Tele-Education at the Open University, **Economics in Distance Education** Economics in Distance Educa tion: Time For Change of Direction? written by Greville Rumble, The Economics Cost Analysis Of Sukhotai Thammathirad Open University (STOU) Radio

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Programs written by Nittaya Parsonsırı, **Graduates of Distance Education Systems** British, Germany and Spain examples, **Women In Distance Education** a research from Germany, **Teacher training In Distance Education** an examples from Norway, Italy and France, **The Role of National Development of Distance Education** a case study Zambia, Argentina and **Some Distance Education Apllications**, examples from Japan Korea, India, Philiphines, Vietnam, Indonesia, Asia-Pacific.

SOME ASPECT OF TEACHER TRANING IN TURKEY BY USING A DISTANCE EDUCATION SYSTEM

61 DEMİRAY, Uğur. "Some Aspect of Teacher Training in Turkey by Using a Distance Education System", **ICDE Bulletin**, Vol. 24, pp. 47-51, 1990, Open University, Milton Keynes, The United Kigndom.

This article describes two teacher training programs through Anadolu University's Open Education Faculty (OEF). The first program, which began in 1985-86, is a pre-Bachelor certificate for,130,000 primary school teachers. The second program, began in 1990, offers a university degree to 54.000 secondary school teachers. Pedagogy, course materials, delivery systems and evaluation are discussed for both programs.

IDENTIFICATION OF THE DISTANCE EDUCATION STUDENTS IN TURKEY

62 DEMİRAY, Uğur."Identification of the Distance Education Students in Turkey: A Case Study

Open Education Faculty", **Indian Journal of Distance Education**, Vol. 4. 1991, pp. 83-91, Chandigarh, India.

This research emphasized some characteristics of OEF students from point of socio-economic view by comparing traditional higher education students. In this study, author tried to find out correlated some socio-economic characteristics of students and distance education specialities.

OLDER GRADUATES IN DISTANCE EDUCATION: A CASE STUDY OF THE OPEN EDUCATION FACULTY"

63 DEMİRAY, Uğur. "Older Graduates in Distance Education: A Case Study of the Open Education Faculty, **ICDE Bulletin**, Vol. 28, pp. 62-67 January 1992, The Open University, Milton Keynes, United Kingdoom

Education is a one of the basic human rights. But education is quite expensive and limited in services all around the world. Especially in developing countries, educational facilities are provided mainly through the government budget, unlike in many developed countries where private provision supplements the government system.

This paper investigates that why people who are over 45 years old continue to educate themselves. Today, traditional or conventional education does not meet the education demands of people all over the world. In developed countries face to face education is one of the most expensive activities. But since 1960s, distance education brought a new opportunities to the educational life or history of education. How far is distance an alternative for the older students? This study draws on the findings of the emprical research conducted among older graduates

of business administration and economic programmes in distance education in Turkey. The research deals with graduates (over 45 years old) from the Open Education Faculty (OEF) in Turkey who have been educated by distance methods.

One of the main findings of the research was that older students primarily wants to keep their minds fresh and active. It was found that physical problems are not seriously obstacles education projects. the number of adults student has been increasing in the OEF history. OEF has no special programmes or possibilities for older adults. Some suggestions for improvement are offered by the researcher for discussion.

AFTER TEN YEARS OF DISTANCE EDUCATION IN TURKEY, WHAT LIES AHEAD

64 DEMİRAY, Uğur and Marina Mc Isaac. "After Ten Years of Distance Education in Turkey, What Lies Ahead" A paper presented at **16th ICDE World Conference** on 9-13 November 1992, Bangkok, Thailand.
*(This article published in **Proccedıng of the Third International Conference on Assessing Quality in Higher Education**-Edited b,' T.W. Banta, M.W. Bense, A.M. Pitts, R. Matlock-Published by Center for Assessment Research Deve lopment, Tennessee University, Knoxwille Tennessee, 1991, USA).*

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This paper summarizes the history, development and future projects of Anadolu University's Open Education Faculty in Eskişehir, Turkey. This distance learning program, now ten years old, is the 6th largest distance education system in the world. The paper traces the growth of Ana-

dolu University's Open Education Faculty (OEF) back to the beginning as Eskişehir Academy of Economics and Commercial Sciences, Through its development into an internationally recognized distance learning program in a period of ten years. This program, a direct answer to the call for greater learning opportunties for Turkish citiziens who are living in Turkey or abroad, also provides a model for education in other developing countries with similiar demographics and facing similiar educational problems.

In the past ten years, Anadolu's Açıköğretim (Open Education) faculty has enrolled more than 550,000 students of whom approximately 200,000 have graduated. These students have found educational opportunities in fields from Economics to Nursing Education, Business, Tourism, Teacher Training and Vocational Education. In the future, the Open Education Faculty has plans to become an independent Open University. This is planned to meet the growing distance education needs. On the international scene, recent political shifts in the Soviet Republics and continuing negotiations in the Middle East have put Turkey in a strategic position to offer help to neighboring Turkic Republic States as they continue to develope their own educational systems along new lines. It is likely that Anadolu University will provide leadership for distance education efforts in nearby countries to help them establish similar programs to meet the needs of their populations.

ISTRUZIONE A DISTANZA IN TURCHIA
CONCETTI GENERALI E SVILUPPI

65 DEMİRAY, Uğur. " Istruzione a Distanza in Turchia Concetti Generali e Sviluppi", **Istruzione A Distanza**, Anno IV, No 2, pp. 53-56, 1992, Rome, Italy.

This study also aimed to give brief information and decribe with a general lines some aspects of the Open Education Faculty to introduce to other reseachers who are living in abroad. Orginal manuscript is written in Enlish and translated to Italian language by Dr. Emardi Nardi.

AÇIKÖĞRETİM FAKÜLTESİ YETİŞKİN-YAŞLI MEZUNLARI

66 DEMİRAY, Uğur. Açıköğretim Fakültesi Yetişkin Yaşlı Mezunları=Older Graduates in Distance Education: A Case Study of the Open Education Faculty, Anadolu Üniversitesi Yayınları, Yayın No: 692/338, 164p, Eskişehir,1993, Turkey.

This study is a book form of the mentioned article 61 emprical resarch which is conducted on older graduates of the Open Education Faculty 1985-86 Educational Year of Business Administration and Economic programmes in distance education in Turkey. This graduate group is the first graduaters of the OEF and totally 156 persons. And also, they are older than 45 years old. As known very well, education is one of the basic human rights. But education is quite expensive and limited in services all around the world. Especially in developing countries, educational facilities are provided mainly through the government budget, unlike in many developed countries where private provision supplements the government system.
This emprical study investigates that why people who are over 45 years old continue to educate themselves. Today, traditional or convetional education does not meet the education demands of people nearly at all over the world. It is not possible attending to the traditional education institutes for especially elderly people. In developed countries face to face education is one of the most expensive activities. But since 1960s, distance education system brought

a new opportunaties to the educational life or history of education. How far is distance an alternative for the older students?

One of the main findings of the research was that older students primarily being a student to keep their minds active. And also, te be an active member of the society is the second important point being a student for them at this age. It was found that physical problems do not seriously hamper education projects. The number of adults has been increasing in the OEF from year to year. Already OEF has no special programmes or possibilities for older adults. Some suggestions for improvement of older programmes are offered by the researcher for discussion.

DISTANCE EDUCATION FOR PRIMARY AND SECONDARY TEACHER TRAINING IN TURKEY

67 DEMİRAY, Uğur and Bekir Özer. "Distance Education for Primary and Secondary Teach er Training in Turkey", **Indian Journal of Distance Education, Silver Issue**, Vol. 5, pp. 57-64, Panjap University, Chandigarh, February, 1997, India.
(Different version of this article was publ ished with Marina McISAAC and Gürbüz YANGIN in ***An Internation al Survey of Distance Training Education and Teacher Training:From Smoke Signals to Sate litte****,-Complied and Edited by Peter FAR KAS, Richard CORNELL, Charles, Saar, Self Armstrong-, University of Central Florida Orlando, Florida, pp.76-83, 1993',USA).*

This paper describes in terms of the pedagogy course Materials, delivery systems and evaluation of the two teachers training programme viz., Pre-Bachelor liecence dip

loma,Certificate diploma and University Degree to Secondary School Teachers, offered through Anadolu University's OEF by distance education method.

TÜRK UZAKTAN ÖĞRETİM UYGULAMALARINI İÇEREN BİLİMSEL ETKİNLİKLERİN ULUSLARARASI LİTERATÜRDE YER ALMASI SORUNU ÜZERİNE BAZI DÜŞÜNCELER

68 DEMİRAY Uğur ve Adnan YILMAZ. "Türk Uzaktan Öğretim Uygulamalarını İçeren Bilimsel Etkinliklerini Uluslararası Literatürde Yer Alması Sorunu Üzerine Bazı Düşünceler=Some Notes and Suggestions About the Indexing Problem of the Scientific Activities Conducted on Distance Education Literature: Turkish Case", **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRETB, 12-15 Kasım 1996, p. 159-164, Ankara, Turkey.

This article points out that all authors should indicate international bibliographic data at all levels in their academic studies which conducted on distance educa tion, in Turkey. In this view, researchers who studied or will study on distance education aplications in Turkey, have to give clear information to its their target by regard ing their research sources, liberarians and data banks or networks etc. to deal with distance education literature. This is very important for all distance educators from point of us. So, researchers can understand that what's happening in Turkey in the area of Distance Education and all what it aspects is. For that reason, the only way is to establish healthy communication with data banks, distance education documentation centers, journals, periodicals and other researchers around the world.

UZAKTAN ÖĞRETİM SİSTEMLERİNDE GÖREV ALANLARA YÖNELİK SÜREKLİ HİZMET-İÇİ EĞİTİM GEREKLİLİĞİ: AÖF Örneği Üzerine Bir Araştırma

69 DEMİRAY Uğur. "Uzaktan Öğretim Sistemlerinde Görev Alanlara Yönelik Sürekli Hizmet -içi Eğitim Gerekliliği: AÖF Örneği Üzeri ne Bir Araştırma=Countinuing In-Service Training For the Staff Who Are Working In Distance Education Systems", **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRETB, 12-15 Kasım 1996, pp. 147-157, Ankara, Turkey.

In-service training is very important and necessary for the staff in distance education systems. It helps to develope institutionally new programmes and projects. This research is conducted on OEF staff who work as an officer, author/editör and an academic advisor since beginning years of the OEF. Research includes informing this staff generally on distance education systems, it's history, DE concept and it's different applications of all around the world. Also it includes Turkish case of OEF and it's running since beginning years.The research is realized by emprical method.

It is applied 200 ques tionnaire to OEF staff, office personnel, author/editor and academic advisor is applied. At the evaluation phase of research, findings are grouped and explained under three titles.

These are office personnels', authors' or editors' and academic advisor's approach to continuing in-service training. At the end of the research it is found that this continuing in-service education is very important and so necessary for all kind staff of the OEF, and also for DE systems.

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"ANADOLU UNIVERSITY" SHORT DESCRIPTIONS OF SELECTED DISTANCE-EDUCATION INSTITUTIONS

70 DOERFERT, F. , R. Schumer. and R. Tomaschewski. "Anadolu University" **Short Descriptions of Selected Distance Education Institutions**, Hagen, 2, (1989), p. 439, FernUniversitat, West Germany.

This booklet is a revised edition of the previous report and contains short descriptions of about 200 selected distance education (DE-) institutions.

For the majority of the institutions the description is based on a questionnaire filled in by the institution described. The questionnaire was part of an international study on distance teaching by the ZIFF at the FernUniversitat (the Institute for Research in to Distance Education at the German Distance Teaching University); in this study, have tried to bring together some information about DE-institutions in several countries by means of a written questionnaire.Unfortunately, the list of distance education institutions which could be described here is by no means complete: There are several important institutions not included here because there was not enough information about them.The descriptions given below can be categorized according to the source of information in to four categories; these categories are:

(a) descriptions with the addition at "checked by institution": The preliminary description of an institution (based mainly on the answers to the questionnaire) was sent to the institution. The institution was asked to correct and comment on the description. Then data were analyzed to revise the description by taking into account the corrections and comments made by the institution. Of course, it was accept full responsibility for any remaining error.

(b) descriptions with the addition at "Source: (specification)": In these cases the description of an institution is based mainly on the information/data given by the source specified. The descriptions of some European distance teaching universities, e.g., are based on the EADTU Directory 1988.

(c) descriptions with the addition at "new; not checked": Some institutions which were not included in the previous edition have now been filled in our questionnaire. In these cases the description of an institution is based mainly on the information given by the answers to the questionnaire. (If the description based on the questionnaire of an institution was corrected and/or commented on by members of the institution then the description was marked by 'checked by institution' like in category (a) above.)

AÇIKÖĞRETİM FAKÜLTESİ BİLGİSAYAR DESTEKLİ EĞİTİM PROGRAMLARININ TASARIMI VE ÜRETİMİ

72 DOĞAN Özlem, Canan ÖZTÜRK and Özlem ÖZ ÖĞÜT."Açıköğretim Fakültesi Bilgisayar Destekli Eğitim Programlarının Tasarımı ve Üretimi=The Instructional and Production of Computer Assisted Instruction Programs in Open Education Faculty", presented paper at **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRETB, 12-15 Kasım 1996, pp.165-173, Ankara, Turkey.

Eight instructional Computer Assisted Academic Counseling (CAAC) system were produced by Computer Assisted Education Center of Anadolu University and six instruction softwares have been developed. At first, tools

needed for distant education were defined to design lessons. Then these tools were placed in lesson programs. In order to make the usage of programs easy, some specific standarts were defined. The student was enabled to reach the tools whenever he/she needed. Consultants, screen designers and computer program mers helped to develop these programs.

PROJELİ EĞİTİM YAYINLARI VE AÇIKÖĞRETİM

74 DOYMUŞ Hüsnur. Projeli Eğitim Yayınları ve Açık öğretimi=Projected Educational Broadcating and The Open Education, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul1991, (Unpublished MA Thesis), Turkey.

This master thesis content is containing five chapters. In the first chapter researcher makes defination of education as a concept, kinds of education, aim of the education, and its problems. The second chapter deals with education via radio and television in education area and developing education via radio and television in Turkey, and its history. In the third chapter reseacher mentioned about projected educational broadcasting by giving examples from USA, Canada, United Kingdom, France, West Germany, India, Japan, Poland Brazil Italy, Senegal and other African countries. the fourth chapter points out the application of distance education in Turkey and fifth chapter deals with applying aspects of The Open Education Faculty, in Turkey.

The last chapter gives brief information about OEF's course materials as visual and audio-televized and radio programs as being one of the projected educational broadcast.

At the final of the study, it is concluded that, distance education and its reflection The Open Education Faculty, realize applicatibility as distance education as an exam ple in Turkey. It is running very well now. According to the conclusion of the study researches are show that deve loping of Open Education Faculty or distance education will be better in due course in Turkey.

TURKEY: DISTANCE EDUCATION IN TURKEY

75 ERAUT, Michael. "Turkey: Distance Education in Turkey", **Education and the Information Society**, Council of Europe Publications, Chapter 5, pp. 280-285, Cassell Educational Ltd.,1991 London,UK.

This chapter of the book summarizes running of the distance education in Turkey as the Open Education Faculty by utilizing published studies about the OE F.

RADYO VE TELEVİZYONUN EĞİTM AMAÇLI KULLANILMASI BİR ÖRNEK: AÇIKÖĞRETİM LİSESİ

76 ERTUĞRUL, Fadıl Radyo-Televizyonun Eğitim Amaçlı Kullanılması Bir örnek:Açık öğretim Lisesi, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul 1996, (Unpublished Master Thesis), Turkey.

In this thesis it is researched using of radio and television via educational aim, by conducting an emprical study on Open Highschool application in 1996 as being MA Thesis at Marmara University Social Graduate Institution. At the

end of the study, it is appeared that using of the radio and television quite very useful and functional for the Open Highschool students in their educational period and studies. But; students indicate that if the broadcasting time is suit they will charge more benefit from the using of radio and television course materials.

UZAKTAN ÖĞRETİMDE BASILI MATERYALLER (AÖF ÖRNEĞİ)

77 GÖKDAĞ, Dursun. **Uzaktan Öğretimde Basılı Materyaller (AÖF Örneği)=Printed Materials In Distance Education; A Case Study on Open Education Faculty**. Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No:134/54, Eskişehir, 1986, Turkey.

This study was about the text books which were used in distance education programs of OEF. The author who evaluated the suitability of text books which were prepared especially for the system from the point of student views and a selected expert group's view; develops suggestions, orientated to application.

The first chapter of the book which consists of two chapters, mentions about theoretical base of distance education. General proporties and application methods of distance education and Open Education Faculty applications in Turkey was also mentioned. In second chapter, the results of inquiry applied to 19.030 of the students who were registered to the first grade of The Open Education Faculty, in 1983-84 educational year were evaluated. Author stated that this study makes the strong and the weak sides of OEF's printed materials cle ar. Generally, the

study doesn't give much results when we consider courses and units alone, and for this reason it is needed more research on this subject in future.

AÖF'ÜN AÇIKLIK SINIRLARI

78 GÖKDAĞ, Dursun . "A ÖF'ün A çklık Sınırları=Openness Boundaries of The Open Education Faculty", Açıköğretim Fakültesi İleti şim Bilimleri Dergisi, **Kurgu**, S. 7, s. 493-504 Yayın No: 386/149,Ocak, 1990, Eski şehir, Turkey.

Dr. Gökdağ in his article discuss that The Open Education Faculty how open when loking its running. As known distance or open education is quite flexible education. If you put some condition or do not give all services which is needed by your target students how can you say that I am making a distance education. In this perspective, Dr. Gökdağ says that it is very difficult to say The Open Education Faculty is not realy open inspite of keeping "open" words in front of its name or title.

This article brings a new discussion perspective that administrator of the Open Education Faculty have to go over or for its structure or running steps. He suggests that distance education applications be should open as possible as every where even in Turkey too.

TÜRKİYE'DE UZAKTAN YÜKSEKÖĞRETİMİN SORUNLARI VE YENİ BİR MODEL ÖNERİSİ

79 GÖKDAĞ Dursun. "Türkiye'de Uzaktan Yüksek öğretimin Sorunları ve Yeni Bir Model

Önerisi=The Problems of Distance High er Education in Turkey and a Proposal for a New Model", **Türkiye 1. Uluslar arası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim BakanlığıFRTEB, 12-15 Kasım 1996, pp. 261-269, Anka ra, 1996,Turkey.

Anadolu University is the institution in higher education in Turkey that uses distance education. This university is applying distance education since the education year of 1982-83. Anadolu University, which has initiated applying distance education in one faculty (Faculty of Distance Education) and 2 fields, has increased the number of faculties to 3 and the number of programs to 20. The number of students was 30 thousand in the first year and today this number is 400-500 thousand.

In the distance education programs of Anadolu University, as the examinations should be in the form of multiple choice, some problems such as the abuse of system occur. As the private courses establish the possible questions to take place in the examinations and make the students register to these courses memorize these and publish them as books and as the question books are torn, photocopied or stolen during the examination, the system is abused. Especially the students in big cities do not study on the course subjects and do only memorize these questions for the examinations. As a result, Faculty of Distance Education is at present an institution that only distributes diploma. The reason for this is not the distance education system, but the application in the Faculty of Distance Education.

Faculty of Distance Education has students everywhere in Turkey. All works such as the registration of these students, all the required transcriptions, preparation of education materials and distrubution of them to students,

the support services necessary for students, examination and evaluation are tried to be conducted by the Faculty of Distance Education. And the problems in the Faculty of Distance Education arise from such kind of application.
In the proposed model, the students who desire to have distance education will be able to be registered to the relevant faculty of the university they wish. The student will be the student of that university. The services such as student transciptions and the diploma issued will be the diploma of that faculty, not the DEFaculty's.

In this model, the responsibility of the Faculty of Distance Education will be limited with the preparation and distribution of the education materials. In the distance education system applied by Anadolu University, it is not possible to overcome this vital problem with the existing centralized structure. However, it is necessary to overcome the experienced problems and to change the current structure. In the presentation, the dimensions of this problem will be empasized and a more effective and productive system will be empasized and a more effective and productive system will be discussed.

SİSTEM YAKLAŞIMI İLE TELEVİZYON EĞİTİM PROGRAMI YAPIMI (AÖF ÖRNEĞİ)

80 GÜÇHAN, Naci. **Sistem Yaklaşımı ile Televizyon Eğitim ProgramıYapımı: AÖF Örneği= Production Educational TV Program By System Approach; A Case Study Of OEF**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları Yayın No:286/135, Eskişehir, 1988, Turkey.

This book has been prepared as a doctoral dissertation in 1987. This study was done to make clear how a TV ed-

ucatorial program is prepared by using system approach and to develop suggestions for recovering TV course programs which were applied in Anadolu University Open Education Faculty system today, in present conditions. Suggestions were taken a place as a short term and long term about the man power and process which will provide system's operation in a better way, in the study. It was also given place to the necessity of accumulation of developing materials in an education program, and to the importance of harmonius collaboration between subject expert and other experts on this area.

ÜLKEMİZDE UZAKTAN ÖĞRETİM UYGULAMALARI SORUNLAR VE ÖNERİLER

81 GÜLEZ Kayhan, Bekir Karlık and Celal Kocatepe. "Ülkemizde Uzaktan Öğretim Uygulamaları, Sorunlar ve Öneriler=Applica tions, Questions and Offers of Distance Education in Turkey", **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRETB 2-15 Kasım 1996, pp. 281-285, Ankara, Turkey.

In Turkey, distance education applications have been a necessary condition due to increasing student number and limited class numbers when it is paid attention for serious situations in our daily technology. The education have been in progress for fifteen years in Turkey. This program is being worked to applicate by basied on universities to high school recently. If necessary legal changes is done to paying attention for daily needs it can be used more productively for every education area. They give problems and solution methods as a suggestion series for this aim.

AÇIKÖĞRETİM FAKÜLTESİ ÖĞRENCİLERİNİN TELEVİZYON DERS PROGRAMLARINI İZLEME ETKİNLİKLERİNİN DEĞERLENDİRİLMESİ

82 GÜLTEKİN, Bilgi. "Açıköğretim Fakültesi Öğrencileri nin Televizyon Ders Programlarını İzleme Etkinliklerinin Değerlendirilmesi=E valuation of (OEF Students) Watching TV OEF Education Programs", Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, Eskişehir,1989, (Unpublished Master Thesis), Turkey.

This study aims to find out the same answers for the questicn of what kind activities OEF student do before, during and after watching TV Education program produced by OEF. According to the results of the research; students are beware of watching TV programs; but the watching rate of students generally do not fit. For this reason, related persons, institutions and units should pay attention to the findings that were obtained from the results of the study and suggestions that were given in the directions of findings that were obtained from the research should be applied carefully. By this way, watching activities of the students will be increased as desired.

AÇIKÖĞRETİM FAKÜLTESİ TELEVİZYON DERSLERİNİN NİTELİĞİ VE KİTAPLARLA İLİŞKİSİ ÜZERİNE BİR ARAŞTIRMA

83 GÜNAY, Aysel, Açıköğretim Fakültesi Televizyon Derslerinin Niteliği ve Kitaplarla İlişkisi Üzerine Bir Araştırma=A Research on Relationships Between OEF's TV Cour se Programs Characteristics And Printed Materials, Anadolu Üniversitesi Sos-

yal Bilimler Enstitüsü, Eskişehir,1990, (Unpublished Master Thesis), Turkey.

This study consists of four chapters. In the study different methods of using TV in education according to the developing and changing conditions in the society and it was given informations about TV's superiorities as an educational medium, communicating of TV eductaion programs to the audience, education program species, characteristics of a well-done educational TV program and The OEF program and The Open Education Faculty were stated.

The problem that how the TV course programs used in distance education application of The Open Education Faculty carry the characteristics was examined according to the printed materials.

A CENTRALIZED CAI MODEL FOR DISTANCE EDUCATION IN OEF

84 GÜNEŞ, Ali. "A Centralized CAI Model for Distance Education in OEF", presented paper at **Seminar ADCIS held by Association of Computer Based Instructional System**, on 7-10 November, 1988, 5p, Pennsylvania, USA.

The Open Education Faculty (OEF) of Anadolu University, Eskişehir, is the one of the leading educational institution of Turkey, with approximately 130.000 students. There are four interrelated educational component in OEF, which are text, TV and Radio programs, video education centers and academic counselling instruction. This paper introduces a centralized computer based aid introduction and tutors for distance education. It is in project at the mo-

ment, but could be accepted as the fifth component of the Open Education Faculty.

KURULUŞUNUN 10. YILINDA AÇIKÖĞRETİM FAKÜLTESİ'NİN BİLGİSAYAR GEREKSİNMESİNDEKİ GELİŞMELER VE YENİ OLANAKLAR

86 GÜNEŞ, Ali. **Kuruluşunun 10. Yılında Açıköğretim Fakültesi'nin Bilgisayar Gereksinmesindeki Gelişmeler ve Yeni Olanaklar=Developments and New Possibilities for the Necesities of the Open Education Faculty at 10th Anniversary**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No. 663 /326, Eskişehir, 1992, Turkey.

This research has been done for 10th anniversary of the Open Education Faculty of Anadolu University. The study consists of mainly three chapter.

In the first chapter, establishment, components and developments in Open Education Faculty has been considered, first. Information were given on the programs that was started in 1982-1991. Also, information were given for the developments of computer needs of Computer Research and Application Center of Anadolu University (AUBAUM) and total computer needs of Open Education Faculty, for the same period. The second chapter contains the computer needs of Open Education Faculty. Those computer needs are new registration, re-registration, student and grade, examinations, student office application in the provinces and face-to-face education. All these computer needs were considered separately.

In the third chapter, problems and their solutions on the computer needs and applications were considered. In this

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study, three source of problems were determined. The first sources of problems is insufficient hardware that is present. The second source of problems is growing number of students that force applications.The third source of the problems is low level of accomplishment of the students in examinations. In this study there are separate proposals for each problem and its sources. The common subject in those proposal is heavily use of computers and communication media.

UZAKTAN ÖĞRETİMDE BİLGİSAYAR DESTEKLİ EĞİTİMİ DESTEKLEYİCİ BASILI MATERYALLER

87 GÜRCAN H.İbrahim and Ruşen Yılmaz. "Uzaktan Öğretimde Bilgisayar Destekli Eğitimi Destekleyici Basılı Materyaller=Printed Materials Supported by Computer Assisted Education in Distance Education", **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRTEB,12-15 Kasım 1996, pp. 287-296, Anka ra, Turkey.

Computer Assisted Education Center of Anadolu Universi ty produces course softwares for Computer Assisted Aca demic Counseling. In the center, it was studied on educati onal, visual and technical designs of printed materials to support to course softwares. In this study, the educational visual and technical characteristics of printed materi als to support course softwares produced by the center have been investigated. To devolepe course software's action:

*prepared materials before the project process
*prepared materials during the project process
*prepared materials afterproject process are reseached.

These material's characteristics are evaluated and discussed on the Computer Assisted Academic Counseling services.

UZAKTAN ÖĞRETİMDE BASILI MATERYALLERİN YAYIMI: AÇIKÖĞRETİM FAKÜLTESİ ÖĞRNEĞİ

88 GÜRCAN H.İbrahim and Ruşen Yılmaz. "Uzaktan Öğretimde Basılı Materyallerin Yayımı: Açıköğretim Fakültesi Örneği=Printed Materials Publishing in Distance Education: A sample of Open Education Faculty", **Türkiye 1.Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli EğitimBakanığı-FRETB, 12-15 Kasım1996, pp. 297-303, Ankara, Turkey.

Printed materials in distance education are based on the process of education. The publishing process of materials are included to find authors, to be written and edited of text books, to print it and to discrimination of printed materials to students. In this study:

* The publishing process of printed materials in distance education.
* Wiew of the authors and editorson preparing materials.
* The processes of preparing materials.
* Material selection, number of copies and print-time are investigated.

To be applied to these processes by the Anadolu University, the problems in these applications and to suggest the solutions for the problems.

EĞİTİM ÖNLİSANS PROGRAMININ DEĞERLENDİRİLMESİ

90 HAKAN, Ayhan. **Eğitim Önlisans Programının Değerlendirilmesi=Evaluation of Pre-Bachelor Teacher Training Program** Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No. 363/146, Eskişehir, 1991, Turkey.

This emprical study gives a place of evaluation for teacher training program for associate degree provided by the OEF, using distance education system. Study contains eight chapters. First chapter is dealing with the history of teacher education in Turkey, from 1923s to today. Other chapters, tell about prepared program by OEF, organization, course evaluation, findings, qualification, conclusion and suggestion. Some of data obtained end of evaluation from applying questionnaire are

- program has provided professional information and ge neral culture,
- program has provided a chance for higher education opportunity for future,
- the materials which are used in program, adequate for to learn process in distance education system,
- older teachers are more successfull than younger teachers.
- Author has given a place to some suggestions at the end of study as:
- a chance must given to this group for to complete their graduate level education in future
- Ministry of Education must organize in-service training course in future for this group
- managers of primary and secondary schools' must attend "Administrator Cetificate" cources in the future.

EĞİTİM ÖNLİSANS PROGRAMI VE UYGULAMASI

91 HAKAN, Ayhan."Eğitim Önlisans Programı ve Uygulaması=Education Pre-Bachelor Pro-

gramme and Its Application", presented at **Eğitim Bilimleri 1. Ulusal Kongresi,** Ankara Üniversitesi Eğitim Bilimleri Fakültesi Yayın No: 165, Ankara 1991, Turkey.

This article discusses an aspect of pre-Bachelor program organized approximately for 130.000 primary school teacher training in 1986 educational year by the Open Education Faculty. It gives brief information about the contents of the program, characteristics of the students and course materials.

BRANŞ ÖĞRETMENLERİ LİSANS TAMAMLAMA PROGRAMLARI

92 HAKAN, Ayhan. "Branş Öğretmenleri Lisans Tamamlama Programları=Complete Degree programs for Branch Teachers", **Kurgu**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları Yayın No. 465/211, pp.543-569, Eskişehir,1991,Turkey

Anadolu University started to give one-year education for secondary school teac hers for complete diploma degree on Turkish Language and Literature, History, Geography, Biology, Mathematics, Chemistry, Painting, Physical education, French, English, Germany fields by OEF.

AÇIKÖĞRETİM YAYIN KATOLOĞU

93 HAKAN, Ayhan, Kazım Sezgin, Mehmet Gültekin and Selma Ozcubay. **Açıköğretim Yayın Kataloğu=Catalogue of Open Edu-**

cation Publications, Anadolu Üniversitesi Yayınları, Yayın No: 914/493, 383p, Eskişehir, 1996, Turkey.

This catologue consists of all Open Education Faculty programs' printed and audio-video courses lists systematicly from beginning up to now. It is a very useful study for the Turkish reseachers who will study on Open education publication and broadcast subjects. Additionally catologe gives information about of the TV course materials scenerio and production knowledge.

AÇIKÖĞRETİM LİSESİNİN DEĞERLENDİRİLMESİ VE GELİŞTİRİLMESİ

94 HAKAN, Ayhan, Ersan Sözer, Mehmet Gültekin and Zeki Kaya. "Açıköğretim Lisesi'nin Değerlendirilmesi ve Geliştirilmesi=Evaluation And Development of Open High School Practice in Turkey", presented paper at **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRETB, 12-15 Kasım1996, pp. 309/ 318, Ankara, Turkey.

In this article Open Highschool some aspect of application is evaluated by Dr. Hakan and his friends. The Open Highschool is the second big distance education application in Turkish distance education history . The Open Highschool started in 1992-1993 Educational Year of Ministry of Education. The Open Highschool has been organized by Film Radio and Television Center Directory of Turk ish Ministry of Education. Opne Highschool accepted 44.151 students. It gave 2,100 graduates in 1994-95, 5,000 graduates in 1995-96 Educational Years. 1.100 of 1994-95 and 3,000 of 1995-96 Graduates won University Etrance Exam.

UZAKTAN ÖĞRETİMDE ÜNİTE YAZIMI

95 HAKAN, Ayhan. "Uzaktan Öğretimde Ünite Yazımı=Writing unit in Distance Education", **Açıköğretim Fakültesi Dergisi**, Anadolu Üniversitesi Yayınları, Yayın No: 912/492, C. 2, S. 1, pp. 1-13, Eskişehir, Bahar (Spring Issue), 1996, Turkey.

This article points out that writting criterias of the Open Education Faculty's printed course materials unit.

THE STATE OF THE ART OF DISTANCE EDUCATION IN EUROPE AS REPRESENTED IN PRE-CONFERENCE SURVEY

100 HARRY, Keith "The State of the Art of Distance Education in Europe as Represented in Pre-Conference Survey", **Proceedings of the ICDE European Conference on Distance Education, 2-5 May 1990, at the Technical University of Budapest**, pp. 33-35, 1990, Budapest, Hungary.

Keith Harry is director of International Center for Distance Learning (ICDL). His brief present article is based on survey of Distance Education Institution in Europe. According to his survey findings, Anadolu University The Open Education Faculty is mentioned as the largest volume off-campus distance education institution in Europe.

DISTANCE EDUCATION IN EUROPE: A SURVEY

101 HARRY, Keith. **Distance Education in Europe: A Survey**. Prepared for Budapest Plat-

form Conference, Prauge, Czhechoslovakia, 1991, pp. 66-67, ICDL, Open University, Milton Keynes, United Kingdom.

This study summarizes distance education institutions in Europe. The study gives a place to all of them with their general chacteristics. Data were collected from the survey which is applied in 1990.

DIFFUSION OF DISTANCE EDUCATION IN TURKISH HIGHER EDUCATION

103 İŞMAN, Aytekin. "Difusion of Distance Education in Turkish Higher Education", **Educational Technology Research and Devlopment,** Vol. 45, Number 2, 1997,USA.

In this paper, Roger's theory was used to analyze the acceptance and implementation of the innovation of distance education in Turkey. Distance education was not successfully adopted between 1970 and 1980 in Turkey because of organizational problems. Distance education was effectively and efficiently diffused in Turkey after 1982.

Thousands of students today get university diploma degree by graduating from distance education. On the other hand, problems of organization, technology and perception remain to be adressed. It is hoped that in the future the Open Education Faculty will be independent or have more autonomy. This will help it deliver instruction to its students.

TÜRKİYE'DE UZAKTAN EĞİTİMİN GELİŞİMİ

104 KAYA, Zeki and Ferhan Odabaşı. "Türkiye'de Uzaktan Eğitimin Gelişimi=Development of Distance Education in Turkey", **Eği-**

tim Fakültesi Dergisi, Anadolu Üniversitesi C. 6 S. 1, Bahar (Spring Issue), pp. 29-41, Eskişehir, Turkey.

Distance education in Turkey has developed within the years in paralell to the educational dificulties of the country. Three outstanding periods can be observed in the progress of distance education in Turkey.

After earlier Yay-kur and Education by Lettering applications of distan- ce education 1970s, the current applications ragarding distance education are , distance education for tertiary education offered by Anadolu University The OEF and distance education for secondary education offered by Film Radio and Television Educaional Center of Ministry of Education. These applications in distance education promise solutions to the educational problems in Turkey.

TURKISH OPEN UNVERSITY TO START SOON

105 KENNEDY, Bernard. " Turkish Open University to Start Soon", **Times Higher Education Supplement**, 8. Oct. 1982, The United Kingdom.

In this article, Kennedy described that the Open Education Faculty and its initial thinkings which were stated by the university administrators. Kennedy emphasized that Turkish Open Education Faculty will bring some solutions for the Turkish Education system conflict.

The Open Edcation Faculty registered more than 25.000 students at its beginning academic year. In this article it was mentioned that OEF contributed in solving Turkish Higher Education problems and conflicts.

TURKISH OPEN GETS UNDER WAY

106 KENNEDY, Bernard. "The Turkish Open Gets Under way", **Times, Higher Education Supplement**, No: 530, 31. Dec. 1982, UK.

Just before starting of The Open Education Faculty, (its name was unindicated on those days, but should be Turkish Open University) journalist Kennedy; reported a news about OEF preperations to start soon. This information is the one of the base messages to other societies about distance education from Turkey.

TURKEY CHANGES TARGET

107 KENNEDY, Bernard. "Turkey Changes Target", **Times Higher Education Supplement**, 13. May. 1983, The United Kingdom.

This brief explanation gives a bit information about Open Education Faculty among the general Turkish universities news. In 1983 Turkish universities have increased their student capacity around 8 percent and half of that will be accounted for the Open Education Faculty which accepted its first students in 1982.

TURKEY LACKS EXPERIENCED LECTURERS

108 KENNEDY, Bernard. " Turkey Lacks Experienced Lecturers", **Times Higher Education Supplement**, 11. Nov. 1983, U K.

Author gives a place Anadolu University's Rector speech against to discussion on lecture-student ratio is decreasing for the reason of increasing student number in universities. On this subject rector defences that 57 percent of OEF student pass successfully in stead of highly student

number in Anadolu University-OEF as a contrast of traditional universities. This example defences distance education is one of the solution against to the lecturer-student unequlibrium in Higher Education in Turkey.

İLETİŞİM TEKNOLOJİSİNDEKİ YENİ GELİŞMELERDEN TELETEXT VE VİEWDATANIN UZAKTAN ÖĞRETİMDE KULLANILMASI

109 KESİM, Mehmet. **İletişim Teknolojisindeki Yeni Gelişmelerden Teletext ve Viewdata'nın Uzaktan Öğretimde Kullanılması=Using Teletext And Viewdata In Distance Education Which Are New Developments In Communication Technology**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları Yayın No: 106/36, Eskişehir, 1985, Turkey.

Using technological developments based on computer in communication technology to make contribution to education is inevitable in communication century in which we live. The author brings an application model suggestion based on distance education for Open Education Faculty in his study that was prepared as a doctoral dissertation by giving examples from using teletext and viewdata in education and applications done in the world up to now. The author stated that teletext and viewdata systems which were new developments in communication technologies which could be used in distance education.

- The point of benefitting from present possibilities; education
- Establishment of a teletext broadcast center for giving supportive service to the education, students of The Open Education Faculty

- Establishment of a viewdata broadcast network for supporting management and education-teaching
- Services of students and Management Personnel of Open Education Faculty; 4)Using of viewdata system effectively in special education.

REPORT ON CHANNEL E PROJECT

110 KILIÇ, Levend. **Report on Channel E Project**, prepared for the Council of Europe and presented to Anadolu University Administration, Eskişehir, 1991, (Unpublished but coppied report), Turkey.

This report points out activities of The Open Education Faculty about Channel E, in other words The Open Education Faculty gives its hand to Channel E project which is European Commission's project in DELTA (Development of Eurpean Learning Through Technological Advance) of pre-paring educational programs from point of Turkish culture for the Turkish İmmigrates in Europe . Those educational programs prepared in Turkish Language and Literature, Vocational Training Programmes for Turkish youth and Turkish cuisine subjects were produced as educational programs around 70 television series and broadcast since 1991 by Astra Satelite.

A MODEL FOR ORGANIZING WRITTEN INSTRUCTIONAL MATERIALS IN THE CONTEXT OF A PROPOSED FOR OPEN UNIVERSITY IN TURKEY

111 KÖYMEN, Ülkü. A Model for Organizing Written Instructional Materials In The Context of

a Proposed Model For An Open University In Turkey, Graduate School of Syracuse University , Syracuse, 1983, (Unpublished Doctorate Dissertation), USA.

This study explores the potential for developing adaptations of an open university model and instructional design models for the Turkish Open University. The aim of the study is to adapt existing theories and models to a new context.The study consists of two parts. Part one deals with the adaptation of the British Open University model to the specific needs and conditions of Turkey. Part two is concerned with the instructional design models, which are used in the preparation of written materials, and their adaptation to the Turkish Open University.

Part one consists of four steps. In the first step, the char acteristics of a general distance education model are reviewed. In the second step, two successful distance education system (the British Open University and the Everyman's University in Israel) are analyzed and their important characteristics relevant to the Turkish Open University are listed. In the third step, the major factors which influence the adaptation process are identified. Finally in the fourth step the British Open University model is adapted to the specific conditions of the Turkish Open University on the basis of the analyses done in the second and third steps.

The adaptation starts with identifying goals and objectives of the Turkish Open University. Then its admission policy and media used in delivering the instruction are determined. Finally course related, student related, and organizational, administrative and economic aspects of the model are discussed.

Part two addresses the question of quality instruction in the Turkish Open University. It starts with a review of the nature, context and importance of the instructional design theories and classification of the instructional variables. The development of instructional design models is carried out at two levels: (1) micro and (2) macro.

At the micro level Merrill's instructional design models comprising the Component Display Theory are adapted to the Turkish Open University. In the adaptation process, first the prescriptive relationship among method, condition, and outcome variables is formulated.

Second, the characteristics of outcome and conditon variables which have impact on the method variables relevant to the Turkish Open University are determined.

Finally, the characteristics of each presentation strategy component (both primary and secondary), the degree of learner control, and the richness of the models are determined.

The elaboration models developed by Reigeluth are used to design instruction at the macro level. A summary of the elaboration theory and the elaboration models are presented. The reasons favoring the use of elaboration models are then discussed as well as the use of learner control and its importance for the Turkish Open University.

COMPARISION OF THE TRADITIONAL HIGHER EDUCATIONAL AND OPEN EDUCATION SYSTEM FROM POINT OF LEARNING AND STUDY STRATEGIES

112 KÖYMEN, Ülkü."Comparision of The Traditional Higher Educational and Open Education

System From The Point of Learning and Study Strategies", A Paper Presented at 14th **ICDE World Conference** 9-16 August, 1988, 13p, Oslo, Norway.

In this study, the Learning and Study Strategies of the students of the Faculty of Administrative Sciences at Çukurova University, representing the traditional system and those at the Open Education Faculty of Anadolu University, have been investigated. The Learning And Study Strategies Inventory (LASSI), developed by Claire E.Weinstein, has been used as an evaluation instrument.

LASSI consists of ten scales:Attitude, Motivation, Time Management, Anxiety, Concentration, Information Processing, Selecting Main Ideas, Study Aids, Self Testing and Test Strategies. LASSI has been administered to 704 students and the scores have been placed on the LASSI evaluation chart in order to attain students, learning and study strategies profiles.

Findings reveal that students of both groups have considerably lower scores in comparison to the other college students answering the same items. However no important difference has been found between the groups belonging to the two different systems.

WOMEN IN TURKEY AND THE POTENTIAL FOR OPEN LEARNING

112 KÖYMEN, Ülkü. "Women in Turkey and the Potential for Open Learning", **Toward New Horizons for Women in Distance Education: International Perspective**, (Ed. Karlene Faith), pp. 205-213, Routledge Publications, London, 1988, UK.

In this article, author focus on the problems of womens' education in Turkey in the contex of other social events and will examine the potential of the distance education system for solving these problems.In this meaning, article discusses some chacacteristics of the women students and gives some examples from Open Education Faculty which one over three of the total population was girl students in OEF. Results of the research indicate that:

The Turkish Open Learning Faculty is a very recent establishment. Despite its short experience, however, it has already attempted to solve some of the important educational problems in Turkey. The potential of the Turkish Open Learning Faculty for solving these problems could be summarized as follows:

- It has the potential for providing educational opportunaties to women who are disadvantaged by religious,
  socio-economic and geographical conditions.
- It has already attempted to give higher education opportunaties to elementry school teachers, the majority of whom are women, who will be able to get a higher education diploma, raise their retirement benefits and develop themselves as they educate the future women of Turkey.
- It has the potential to provide educational opportunities to Turkish women in Germany, who are squeezed between two cultures and have lost their own identity.

Although the Turkish Open Learning Faculty has only two degree programmes at present, they could be extended to include the following courses for rural women:

- literacy education
- nutrition
- maternal and child healthcare

- sanitation
- housing improvement
- family planning
- basic consumer economics
- small-farm management
- cultivation of vegetables and fruits on family land or garden

Open learning in Turkey has the potential to support and facilitate the realization of Atatürk's principles by providing education to Turkish women through its own structures.

RESEARCH ON DISTANCE EDUCATION in TURKEY: A REVIEW ON REVIEW OF RESEARCH OF FROM AN INTERNATIONAL PERSPECTIVE

115 MANOHAR K.Murali. "Research on Distance Education in Turkey A Review of Research of From an International Perspective", **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRETB, 12-15 Kasım 1996, Ankara, Turkey.

Research is a dynamic social and intellectual activitiy. It has definite objective of establishing a causal relationship for identifying the basis for any change or devolepment in a social phenomenon. An analysis of trends and results of research studies so far undertaken in Distance Education (DE) in Turkey would indicate the conceptual basis for its growth development and finally its contribution towards the expansion of higher education and training in the country. The present study is based on the review of Demiray's review study of the literature on the Open Education Faculty Anadolu University. The study also attempts an international comparison of review studies

conducted elsewhere in the world for analysing the similarities or dissimilarities of research in distance education.

The main objective of the study is to further examine the gaps in the existing literature, analyse the research formulations on the conceptual developments in DE and to identify the areas of concern in which more and more studies are needed towards ensuring qualitative development in DE. The study thus will be useful to the future researchers in the field so as to be more serious in choosing the relevent areas for their research, that would in the long run help to promote healthy development of distance education in Turkey.

TURKEY: DOES DISTANCE EDUCATION MEET NATIONAL EDUCATIONAL PRIORITIES?

117 McISAAC, Marina S. and Karen L. Murphy. "Turkey: Does Distance Education Meet National Educational Priorities?", (Editor: D. Sewart, J S. Daniel) **Developing Education**, pp. 307-309, Oslo, 1988, Norway.

(This study is prepared to present at 14th ICDE Conference, Oslo-Norway 1988).

This study explains mission of the Open Education Faculty for Turkey's educational needs. In this study it was served that distance education application by OEF is provided at least partially succesfull in all three areas as national priorities. These are;

i) To provide expanded admission procedures allowing more of the growing population to have opportunity to attend university.

ii) To distribute faculty members throughout the university system thus providing experienced faculty members even in rural areas.

Although there are many administrative problems in offering these distance education courses the Open Education Faculty at Anadolu University is excited about the challenge and opportunity to meet these, the national's top educational priorities.

DISTANCE EDUCATION OPPORTUNITIES FOR WOMEN IN TURKEY

118 McISAAC, Marina S. and Ülkü Köymen. "Distance Education Opportunities for Women in Turkey", **ICDE Bulletin**, Vol. 17, pp. 22-27, May 1988, Lancashire, The United Kingdom.

Article gives a place to Atatürk's opinion on women and their value in developing process. Unfortunately, developments of women's were canceled until now as necessarry. The Open Education Faculty really was the opportunity for rising the women' education level. OEF can be easily alternative for this activity. Unfortunately, Turkish women's education rights has been cancelled out of her justice as socially, economically and socio-economicly. But, OEF was opportunity to activate women' status in near future for Turkey and its new perspective in the contemporary development in all the world societies.

EXAMINING DISTANCE EDUCATION IN TURKEY

119 McISAAC, Marina S., Karen L. Murphy and Uğur Demiray. "Examining Distance Education In Turkey", **International Journal**

of Distance Education, Vol. 9, No.1, pp. 106-114,1988, Toowoomba, Australia.

(This study has been printed at the Anadolu Universty Educational Technology and Distance Education Foundation Publication, No: 013 1988, Eskişehir Turkey).

This article describes the distance education program at Anadolu University in Turkey and compares its problems and solutions to similar distance education programs in other Asian countries. A brief history is presented, enrollment figures are given and future directions are described.

Conclusions suggest that open education is accomplishing the goals of the country's 1981 reforms and can continue to be helpful in the country's quest for modernization.

PROBLEMS AFFECTING EVALUATION OF DISTANCE EDUCATION IN DEVELOPING COUNTRIES

118 McISAAC, Marina S., "Problems Affecting Evaluation of Distance Education in Developing Countries", **Research In Distance Education**, Vol. 2, No.3, pp.12-17, July 1990, Athabasca, Canada.

This paper examines problems affecting evaluation of distan-ce education in developing countries. There are economic, political and social issues which restrict the amount of original research done in countries such as Turkey, Pakistan and India. Although large populations are available for studies, variables are not easy to control and quality data is difficult to obtain. In addition, political agendas resulting in national education directives such as

Turkey's Higher education Act of 1981, influence methods and types of data collected. A closer examination of these issues results in recommendations made for production of original research in countries such as Turkey. The second part of the paper investigates the identificationof existing distance education research done in Turkey and other developing countries. Because of difficulty of locating such studies in the published literature, ephemeral literature and government reports must be made available.One method for collecting the studies and evaluating their results is suggested. A meta-analysis for synthesizing the results of such research in distance education, is discussed.

ÖNLİSANS PROGRAMI ORTAÖĞRETİMLİ İLKOKUL ÖĞRETMENLERİNE NELER GETİRİYOR?

121 MİLLİ EĞİTİM. "Önlisans Programı Ortaöğrenimli İlkokul Öğretmenlerine Neler Getiriyor=What is the advantage of the Associate Degree Program for Primary School Teacher', **Milli Eğitim**, 81: 3-11, 1989, Ankara, Turkey.

This article has given place to an interview with the Personnel Director of The Ministry of Education dealing with evaluation of the the associate degree teacher training two year diploma program for primary school teachers and the benefits of the program for their status and increasing quality in the structure of ministry of education.

ENFORMASYON TOPLUMU VE EĞİTİM SİSTEMLERİNE ETKİSİ

122 MİLLİ EĞİTİM **Enformasyon Toplumu ve Eğitim Sistemlerine Etkisi**=Information Society

BEST COPY AVAILABLE

and Its effects to the Education System, pp. 182-199, Ministry Education Publications, Ankara, 1992, Turkey.

It has given a place of running OEF to this article as an appendix at the end of the book. In somewhere of the book (p. 162,164) OEF is mentioned by authors as a case. So, detailed information about running of the OEF system has been investigated and critized in these pages.

TÜRKİYE 1. ULUSLANRARASI UZAKTAN ÖĞRETİM SEMPOZYUMU

123 MİLLİ EĞİTİM. **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri=Proceed Ing Papers of Türkiye The First International Distance Education Symposium**, Milli Eğitim Bakanlığı, Film Radyo Televizlonla Eğitim Başkanlığı (FRTEB), 701s, 12-15 Kasım 1996, Ankara, Turkey.

Informative technologies submit for human use, those which merely yesterday. Acquaint us with new teaching and learning procedures which have more functions and with more content compared to those procedures which are already known. Distance Education procedures with interaction provide education possibilities independent from place and time; it also makes it possible to educate more people with education of higher quality in an economical manner. It opens the door to unlimited education. Reali zation of such a symposium in such an environment was inevitable, or maybe an obligation.

As known from the literature, Turkish society met with Distance Education system, at university level education,

by starting Anadolu University, in 1982, namely The Faculty of Open Education. And then, depending on Anadolu University the OEF experience, the Directorate of Film-Radio and Television Department is organized to give Distance Education (or Open Learning) at high school level in the name of National Ministry of Education, in 1993.

After 14 years of the beginning of Distance Education system **the 1st International Turkish Distance Education Symposium** realized in capital city of Turkey, Ankara, on 12-15 November 1996, by organizing the Directorate of Film Radio and Television Department in the name of National Ministry of Education, by aiming of the born out of these obligations is to discusse Distance Education procedures, define problems, and derive applicable results with this symposium.
154 presenters from eighteen countries are joined to the symposium as Egypt (1), France (1), Georgia (3), Grecee (1), India (2), Israel (6), Italy (1), KKTC (2), Norway (1), Romania (3), Sweden (1), South Africa (1), Tanzania (1), Turkey (102), Türkmenistan (2), Uganda (1), United Kingdom (5) and USA (20).

The Symposium carried out in Başkent Öğretmenevi, Ankara, Turkey between the dates of 12-15, November,1996 has aimed the following main subjects to be discussed.

- Againts multiple dimension-increasing education demand;
- Profiting the possibilities provided by developing the education technology.
- Determining the education alternatives suitable to the necessities of distance education model.
- Application methods.

Besides this Symposium has aimed to compare the Dis tance Education application in Turkey with the alterna tives of the applications in the world with effectiveness, productivity, interactivity and criteria of achievement and to determine the infra-structural and the legal regulations which should be made to distance the negativenesses confronted in these criterias.

The theme of the symposium generally titled as **"The Distance Education is the 21st Century's Education Way, during Globalization of the world"**. The theme was broken down into five key-note areas and scientific committee to find a wide cross-section of presenters for these key-notes. The sub-aims of the symposium are;

* To discuss how Distance Education and information technologies can meet pressing Turkish educational needs,
* To compare the applications of Distance Education throughout the world to those in Turkey,
* To determine suitable infra-structured and needed legal regulation modifications in order to provide efficient, effective and interactive Distance Education,
* To find ways to coordinate the policies of the science-technology-industry sectors with those of educations regarding Distance Education, and
* To develope appropriate Distance Education models for Turkey.

The institutions producing the services and technology of accessing the information have found an opportunity to contribute the symposium by exhibiting their products.

The declarations have been grouped under these headlines:

* Theoretical dimension of Distance Education,
* The environments of Distance Education,
* Application problems of Distance Education and solution, proposals,
* The applicability of interactive Distance Education in Turkey and
* The new model alternatives in the system of Distance Education.

Five key-note speakers are invated by Conference Secretary from three countries. Two of whom were from Turkey two of whom were from The United States and Swedeen

From Turkey; "Historical Development of Distance Education" by Prof. Dr. Cevat ALKAN (Ankara University) and,"The Role of Distance Education in the Global World" by Prof. Dr. Yılmaz BÜYÜKERŞEN (Anadolu University).

From United States; "Quality Distance Education: A Puzzle With Many Pieces" by Prof. Dr. Chere Champel GIBSON (Wisconsin-Madison University) and, "Learning for the Future" by Prof. Dr. Marina McIsaac (Arizona State University) than, from Sweden; "The Potential and Practice of Distance Education in the Age of Information" by Prof. Dr. Börje HOLMBERG (FernUniversitat) .

Under these key-note speakers' subjects and, across the increasing multi-dimentional educational demand the scientific committee of symposium is fixed the symposium main aim as; to discusse practice methods of Distance Education by obtain benefit and determine of developing communication technology opportunities and fit necessities alternatives of model of DE for Turkey.

Beside this main aim, and the sub-aims are should be listed as; to compare of the Turkish Distance Education experience and other world Distance Education experien ces from point of view effectiveness, interactivity, pro ductivity and criteria of success in Distance Education, for the reason that to bring solving perspective, to legally and sub-constructivly regulations for Turkish Distance Educa tion (TDE) applications and developments.

During calling papers period for the symposium, approximately 160 pa pers' abstracts are applied for aiming to participate to the symposium secretary from all corner of the world. At the end of selecting processes of the symposium scentific committee, eightsix (88) paper are selected to present which written by foreign and domestic scientists.

24 papers of 88 presented papers are prepared by 30 foreign scientists and 64 papers of 88 presented papers are prepared by 110 Turkish scientists. Additonally to these peresented papers, 12 papers are presented (or took a pleace) as a poster form at Symposium lecture and lounge Halls' walls. Papers are categorized as listed below sub-themes;

* Theoritical dimension of Distance Education,
* Distance Education Medium,
* Suggestions dealing with DE application problems and its solution ways,
* Possibility of interactive DE in Turkey
* New DE models alternatives for Turkey

The declarations presented papers under the head-line of the **theoretical dimension of Distance Education** have studied historical development process of Distance Edu

cation, the arising reasons and theoretical supports. As a result of discussing the declarations presented under this head-line the following results have been provided:

* According to the changes in the demand, the very important structural and strategical changes have been determined as to have been observed in both in the Distance Education system in Turkey and in Distance Education models applied in other countries.

* This change has documented that "Open education tending to satisfy individual and information demands different from the others" was added near the term of "DE tending to meet massive and standard in or mation demand" which is used in the same mean ing with the DE theory.

* Then this change has brought to light that this development is supported by the development of communication possibilities related with sharing and information-circulation technologies enabling indivi dual learninig.

* The Distance Education model based on massive and stardardized education principle has reached to the mass demand to satisfaction point. As a result, satisfying the individual and different information demand necessitating the working of the communication possibilities intensively has gained priority and gravity.

* For this reason the new model alternativas based on the principle of open education has been stated to be applied.

The declarations presented under the head-line of **The environments of Distance Education** have opened the discussions of the dimensions of new communication possibilities supporting the theoritical and conceptual expanding about which are being talked. The result arises from this discussion may be expressed as the following.

* The circulation and sharing alternatives increasing with the development of possibilitives of making the information numerical make it possible to receive productive result and to apply the Distance Education (Distance Education or open education).

* The networks decrease the expenditures and make the distants the facilitating points for the necessity of circulation and sharing of information but not a barrier.The increase of the alternetives of communication tools develops DE models and increases privority and importance of the processes of the planning of communication tools and educational communication desing.

* Realising the precesses including the design, application, application and the evaluating steps starting from the analysis of requirement for providing the satisfaction highly indeveloping the open education models must be an obligation.

* Although the model alternatives which are applied, before not lived these processes, first give an impres sion as if they make it possible to provide practical behaviour possibilities, such as gaining from time, then they provide a risk about productivity and are not economic for achievment.

The declarations presented under the head line of **Application problems of Distance Education and the solution proposals** have opened a discussion of new communication possibilities. The result arisen from these discussions may be expressed as the

* The developments provided in communication possi bilities make it possible to solve problems of distance education models, such as 'not being economic' and' motivation' which have not been remoned until today.
* When tested in achievement, productivity and effec tiveness, model alternatives developed for these possibities have an ability to provide positive result as much as traditional education.

The declarations presented under the head-line of **The applicability of intiractive Distance Education in Turkiye and The new model alternatives in Distance Education system** have been discussed with the exam ples of the applications in Turkey and in other countries of the world for the aim of increasing the interactivity of the new education communication possibilities about which are talked.

* There is a one to one correlation between the number and qualification of target student and open edu

cation model which will be applied. However, interactivity is not after salken necessity if which model is chosen or not.

- The level to which communication possibilities reach ed makes it possible the open education model applied to be interactive.
- But achievement makes it an obligation to establish circulation and sharing possibilities based on information and background dealing between applicators of Distance Education as much as the students.
- As a result of this , the strategic decision about system, models and processes will be able to be taken correctly and the models will be able to be turned in to the applications whose productivity effect iveness and the chance of achievement are high.

The first International Distance Education Symposium carried out by the presidence of education with film radio and TV of NEM (National Education Ministry), previously bringing together the science milieus related with Distance Education applicators at the international plat form, has carried out it study by providing the nece ssary. academic support at the first step to the Distance Education applications applied in Turkey and in other countries.

Symposium as a presentation mission has and a historical activity and importance by approving that individual open education models will be able to provide more productive results from massive Distance Education alternatives. Symposium can be evaluated at the points which are listed down;

- The symposium realized succesfully and has become very useful for the Distance Education world especially from point of Turkish view.
- Turkish distance experiences has been lain down on the table from Correspondence Schools (CS) to The Faculty of Open Education (OEF) and The Open High School (OHS) by comparing with the other systems and Distance Education experiences from all corner of the world.
- From another perspective; Distance Education World heard a nice sound from Turkey, what is doing in Turkey, in the name of Distance Education field.
- Symposium has been brought experts and distance educators together on the subjects as theoritical as pects of Distance Education, media usage in Distan ce Education, Distance Education, applications prob lems and potential solutions, legal regulations in Distance Education, applications in Turkey, interacti ve Distance Education's future in Turkey and appro priate Distance Education, models for Turkey in Ankara, capital city of Turkey for a several days to share their experiences.
- Symposium has been pointed out that Turkish Dis tance Education should develope its contacts and relationships with developed DE Systems.

Aim of the symposium burn out of discussing necessity on distance education, concept, procedures, applications, teories and results. Symposium will be realized yearly.

TÜRKİYE THE FIRST INTERNATIONAL DISTANCE EDUCATION SYMPOSIOUM

124 MİLLİ EĞİTİM. **Türkiye The First International Distance Education Symposium Abstracts**. Milli Eğitim Bakanlığı, Film Radyo Televizyonla Eğitim Başkanlığı (FRTEB), 100p, 12-15 Kasım 1996, Ankara,Turkey.

This book consist of the papers' abstacts which are presented and discussed at Türkiye The First International Distance Education Symposium, held in Ankara, Turkey on 12-15 November, 1996.

THE INTEGRATION OF TELECONFERENCING IN DISTANCE TEACHING

125 MURPHY, Karen L. "Integration of Teleconferencing in Distance Education", **Epistolo Didactica the European Journal of Distance Education**, Vol. 1, 1988. Helsinki, Finland.

In this paper, a new service dimension in distance education system was examined by using teleconference system and the development of this system was suggested. In the article it about distance education were mentioned concept and general applications and it was given place to operation of Anadolu University Open Education Faculty system.

It was pointed out that the teleconference system which is a new development of communication technology is costly at the beginning but later its unit cost will decrease and it is asserted that the usaget of this technology in OEF applicaton is possible. And it was also stated that education-teaching process will carry a functional position on a more effective level because vision and double-direction communication is possible in this system.

THE MOTIVATION OF STUDENTS IN DISTANCE EDUCATION SYSTEM: THE CASE OF TURKISH OPEN EDUCATION FACULTY

126 MURPHY, Karen L. "The Motivation of Students In Distance Education System:The Case of Turkish Open Education Faculty", **ICDE Bulletin**, Vol: 20, pp. 26-31, 1989, Lancashire, The United Kingdom.

*(This Study has been Presented at the **ICDE 14th) World Conference** on 9-16 August 1988, Oslo, Norway).*

The aim of this investigation is to describe the context of distance learning by exploring students' perceptions of how they are motivated to succeed. Specifically, it explores the factors to which first-year distance learners attribute their success and failure. It tests the attribution theory of achievement motivation in a new setting with different research methodology.

The research method is naturalistic inquiry qualitative data obtained through observation and interviews with a small sample of first-year distance education students living in Eskişehir, Turkey. Demographic data were obtained from a large sample of students throughout the country. Results indicate that personal, social, and educational factors combine to influence students' attributions for success and failure.

TURKEY'S OPEN EDUCATION POLICY

127 MURPHY, Karen L. "Turkey's Open Education Policy", **Educational Technology Research and Development**, V.5, No: 37 pp. 122-125, 1989, Washington DC, USA.

The Turkish experience should be viewed as a case study of model for distance education. Distance education one area where instructional technology is helping institutions to enroll large numbers of people previously inaccessible to university education, at a fraction of the cost: for the OEF, 17 percent of the cost of a conventional university education, according to one of the study of member of the OEF. With these kinds of cost savings, it is not difficult to explain the worldwide interest in such systems. Karen's account provides a close look and analysis of this promising educational program. It was not until the 1987-88 academic year, however, that articles of a more general nature began to appear.

Prof. Şan Öz-Alp's description of the OEF was published in Turkish in a Turkish journal. Shortly afterward, the first two articles in English appeared in foreign journals (McIsaac, Murphy, & Demiray, 1988, McIsaac and Köymen, 1988). The most recent addition is Tahir Özgü's article in English. This review concerns only the two articles by Öz-Alp and Özgü, both of which were published at Anadolu University in Turkey. Prof.Öz-Alp is a former dean of the OEF and is now teaching at the Faculty. Dr. Özgü is now directing the OEF program in Europe through the office in Cologne, West Germany. Student unrest in Turkey during the 1970's resulted in a university system which by 1980 could provide places for only 22% of the citizens who wished to attend.

OEF was formed in 1982-83 to provide university education chance for the people who would otherwise be denied that privilege. Based on the model of the British Open University, the OEF provides instruction to students' located throughout the country, primarily through print-based materials supported by broadcast television and radio, face-to-face instruction, and video education centers. This concept of education serves a variety of needs in numerous countries in the areas of basic education, higher

education, vocational and technical education, teacher training, and nonformal education. In all such distance education schemes, the common ingredient is that the learner is seperated in time and space from a teacher. In addition, a combination of communication technologies is frequently utilized to deliver instruction.

The distance education program in Turkey demonstrates an integration of communication technologies designed to meet the needs of a growing student population. Hosted at Anadolu University, this program currently serves over 150.000 students. Its administration is carried out at the Central Administrative Bureau in Eskişehir and locall at 20 bureaus throughout country. The face-to-face instructional component utilizes personnel from local universities.

A QUALITATIVE OF ATTRIBUTION IN TURKISH DISTANCE EDUCATION: THE STUDENT PERSPECTIVE

128 MURPHY, Karen L. "A Qualitative of Attributions in Turkish Distance Education: The Student Perspective", University of Washington DC, 1990, (Unpublished Doctoral Dissertation, USA.
*(Summary is published in **Dissertation Abstracts International**, Vol. 51, p. 2998A No. 9, march 1990, USA).*

This study explores the achievement attributions of first-year university students in a distance education system in Turkey. The purpose of the study was to analyze the actors to which distance learners attribute their success and failure within the system, to generalize about the sociocultural influences on those attributions, and to note patterns of attributions and expectations for future success or failure in similar academic events. The theoretical focus is an

application of the attribution theory of achievement motivation (Weiner, 1974, 1979). The research design included case studies of four first-year students in the Open Education Faculty (OEF) and questionnaires and interviews with larger samples of students and with administrators.

Because OEF students purpose their university degrees from their homes, they do not have access to the supportive classroom structures normally found in face-to-face education. The students also learn in a largely text-based system in a society that is rooted in an oral tradition. The results indicate that in general, first-year OEF students have a vocational orientation, and they use a surface approach that focuses primarily on memorizing information in their textbooks.

They attribute both their success and failure primarily to a variety of conditons in their academic environments and to their own efforts; other success and failure attributions include luck and task difficulty. The experience of the first months in their new distance learning system challenges these students -most of whom are employed and are typically older than first- year students in other universities- to conveive of their learning context in a different manner. As a result, they reconstruct, or reconfigure a variety of elements in the system to meet their learning and social needs.

These results suggest the need to investigate more closely whether certain features of attribution theory are in fact universal across cultures based on values of interdependence particularly in cultures based on values of interdependence and group ethos. Administrators, particularly in other Moslem or developing countries, in their efforts to increase student persistence in distance education, would benefit from first-year OEF students' conceptual reconfiguration of their distance learning environment.

PATRONAGE AND AN ORAL TRADITION INFLUENCES ON ATTRIBUTIONS OF DISTANCE LEARNING IN TRADITIONAL SOCIETY

131 MURPHY, Karen. "Patronage and an Oral Tradition Influences on Attributions of Distance Learners in traditional Society. (A Qualitative Study)". **Journal of Distance Education**, Vol. 12, No. 1, pp. 27-53,1991 Toowoomba, Australia.

This paper examines socio-cultural influences on the attributions for success and failure among distance learners in Turkey. To gather data on influences on student attribution, in-depth interviews and observations of four first-year distance learners were conducted. The two influences discussed. Patronage and oral tradition, are central aspects of Turkish culture-emanating from Islam and Ottman Empire.

It was found that, when the distance learner operated outside the traditional patronage system in a society with-roots in an oral tradition, they coped with their first year in the system by reconceptualising their roles as both students and emplooyes. Implications of this research relate to problems inherent in applying Western-based attribution theory to distance learners in traditional cultures.

SOCIO-CULTURAL CONTEXT OF TURKISH DISTANCE EDUCATION

132 MURPHY, Karen. L Socio-cultural Context of Turkish Distance Education, A paper presented at **17. Annual Conference on**

Distance Teaching and Learning, p. 7, August 14-16, 1991, Madison, USA. *(Addionally, this study has presented at **4th Annual European Corresponden ce Schools Seminar**, 1988, Istanbul, Turkey).*

This paper describes the socio-cultural context of distance learning in Turkey-a culture radically different from others. Socio-cultural context of distance learning takes into account educational, personal and social factors and it influences students' methods of processing information in lear ning with media and ultimately their levels of achivement.

DISTANCE EDUCATION AND TRAINING IN TURKEY: PATH TO FUTURE

133 MURPHY, Karen L. "Distance Education and Training in Turkey: Path to Future",A paper presented at **Annual Coference of Middle East Studies Association**, October 30,1992, Portland , Oregon, USA.

This paper examines the scope of several Turkish Distance Education projects while providing a context for the ways that with several decades of the experience in offering education and training through correspondence or distance education,Turkey has recently adopted new approaches available through technology and is actively targeting new audiences.

ENHANCING INTERACTION IN TURKISH DISTANCE EDUCATION

134 MURPHY Karen L. "Enhancing Interaction in Turkish Distance Education",**Türkiye 1.Ulus**

Iararası Uzaktan Öğretim Sempozyum Bildirileri, Milli Eğitim BakanlığıFRTEB, pp. 417-424, 12-15 Kasım1996, Ankara Turkey.

The growth of telecommunications has intensified the potential for interaction with distance learners. While this increased potential for interaction is necessary for students to receive feedback on their progress and to engage them in active and meaningful learning, interaction does not result directly from using "interactive" technologies. This paper describes the current status of interaction in Turkish distance education. Then the paper illustrates interaction in other distance education systems. It concludes an approach to incorporating instructional srtategies and interactive technologies that are consistent with Turkish cultural practices and beliefs.

UZAKTAN EĞİTİM VEREN FAKÜLTELERE YÖNELİK BİLGİSAYAR DESTEKLİ EĞİTİM YAZILIMLARININ INTERNET ÜZERİNDEN YAYIMLANABİLİRLİĞİ

135 MUTLU, Emin M., Ruşen Yılmaz and Canan Öztürk. "Uzaktan Eğitim Veren Fakülte lere Yönelik Bilgisayar Destekli Eğitim Yazılımlarının Internet Üzerinden Yayımlanabilirliği=Broadcasting of the Softwares Computer Aided Education via Internet For Faculties which are giving Distance Education ", **IV. Ulusal Eğitim Bilimleri Kongresi'nde Sunulan Bildiri 10-12 Eylül 1997**, Anadolu Üniversitesi Eğitim Fakültesi ve Eğitim Bilimleri Enstitüsü, Eskişehir,1997, Turkey.

This paper discusses of the Computer Aided Academic Counselling Centre (CAACC's application by using inter-

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net technology. that's mean that De is going to the privilization than mass edoucation in Turkey. CAACC' services started in 1993-1994. It increased to 15 centres around the country. Eachh of center include 20-30 computer. Every group study around two hours in one session. The paper offers to give this computer material to the internet. So that if someone had using internet opportunity or change, the materials ready for 24 hours a day for him or her. Project is still developing by CAACC of Anadolu University

AÇIKÖĞRETİM SİSTEMİ İLE ÖĞRETİM YAPAN FAKÜLTELERDE OKUYAN ÖĞRENCİLERİN BAŞARILARINI ETKİLEYEN FAKTÖRLER

136 NARTGÜN Şenay Sezgin and Aysel Esen. "Açık öğretim Sistemi İle Öğretim Yapan Fakültelerde Okuyan Öğrencilerin Başarılarını Etkileyen Etmenler = FactorsThat Affect The Achivement of Students in Facul ty of Open Education", **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-FRTEB, pp. 431-435, 12-15 Kasım 1996, Ankara, Turkey.

There is a great number of students in the faculty of Open Education in Turkey. It is the second in the world with respect to the number of students. The students who prefer the FOE usually come from the working-class, and they haven't had a chance to attend to a formal education institution. The average age of them is very high. There are differences in their levels of success. The OEF is chance for them to go to further education.

However. it is worth to think that why the level of success of these people who wish to get a university education

and who try to graduate from the FOE for a long time. The purpose of this study is to determine the reasons that affect the success of the FOE sudents with respect to the teaching and evaluation methods. For this purpose a group of 200 FOE students in Bolu province were surveyed. According to the results, it was found that students use only the textbooks, and they never use the guidence services, even they are not aware of such kind of services. In addition, they do not prefer TV broadcasts and private courses for a number of reasons. In this study, therefore, textbooks. TV broadcasts, gui dence services and private courses andlike that af fect the level of student success are taken into consi deration.

FERNSTADIUM UND OSTTERICH

137 NIGSCH, Otto. and Franz Palank. **Fernstudium und Osterrich**, Bestandaufnahme / Entwicklungsperspektiven,p.40-41, LinzWien 1991, Austria.

In these pages of the book, Anadolu University is mentioned as one of the largest distance education institution in Europe. Additionally, author had given a place to Anadolu University by quotation from Shales' article which is published in 1987.

COMPUTERS IN DISANCE EDUCATION: An Application in nadolu University Open Education Faculty

135 ODABAŞI Ferhan"Computer in Distance Education: An Application in Anadolu University Op en Education Faculty", **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildirileri**, Milli Eğitim Bakanlığı-

yum Bildirileri, Milli Eğitim Bakanlığı-FRTEB, s. 439-443, 12-15 Kasım 1996, Ankara , Turkey.

Computers are often suggested as a panacea to educational problems. Their involvement in distance education, in different distance education institutions has been ranging from record keeping to teleconferencing. Anadolu University started a new experience with computers within its academic counselling system. This new application aims at allowing OEF students to benefit from the advantages of this interactive media as well as providing the study flexibility which OET students strive for, Regarding 1996, 14 CAI labs are in use, giving service in eight different courses.

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ UYGULAMASINDA SİSTEM YAKLAŞIMI

139 ODABAŞI, Ferhanand Güler Sayın."Anadolu Üniversitesi Açıköğretim Fakültesi Uygulamasında Sistem Yaklaşımı=Systems Approach to Anadolu University Open Education Faculty Application", **Uzaktan Eğitim,** Uzaktan Öğretim Vakfı Yayınları, S. 1, summer, 1997 pp. 34-41, Ankara, Turkey.

The Open Education Faculty of Anadolu University is one of the major distance education applications of Turkey. When the institution is analyzed via systems approach method , different sub-systems supporting to The Open Education Faculty are seen. Together, these systems are establish a distance education organization.

TREND IN DISTANCE LEARNING: A NEW WAVE

140 OLIVEIRA, Joao. "Trends In Distance Learning: A New Wave", **Development Communi-**

cation Report, 63:1-2, published by Clearinghouse, 1988, Arlington, USA.

In this article, Mr.Oliviera gives a place, some distance education institutes which are starting in developing countries and in the Middle East Countries. The author has stated that Anadolu University began in 1982. Today Anadolu University The Open Education Faculty student number reached to over 150.000 in under graduate and over 100.000 for teacher training students. Also, Mr. Oliviera added West Germany project of the Anadolu University OEF. This article emphasized that today distance education systems are benefited from point of administral, economical, educational means and time saving.

AÇIKÜNİVERSİTE

141 ÖNGÖREN, Mahmut Tali. "Açıküniversite=Open University", **Bilim ve Sanat**, 28: 23-25, 1983, İstanbul, Turkey.

In this article it was pointed out that education and mass communication media do not reach people equally and it was also stated that Open Education Faculty which was established in the structure of Anadolu University is also inadequate for many ways.

It was given place to the opinion that Open University should be a structure that covers printed materials, mass communication media, face-to-face education, tutorship bureaus and staff studies. It was stated that Open Universities should help students to train themselves in their fields but not give higher education diploma. Unfortunately, the purpose of OEF is to create higher education possibilities in Turkey. But the author does not reject that Open Education Faculty undertakes important duties for recovering absentees in Turkish higher education although it has some inadequacies.

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ İDARESİ VE İKTİSAT PROGRAMI ÖĞRENCİLERİ

142 ÖZ-ALP, Şan. "Anadolu Üniversitesi Açıköğretim Fakültesi İş İdaresi ve İktisat Programı Öğrencileri=Students of The Open Education Faculty Economics And Business Administration In Anadolu University", Anadolu Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi **İİBF**, 5, 2: 275- 297, Yayın No: 258/56, Kasım 1987, Eskişehir, Turkey.

In this article, inquiry results of questionnaire which were applied to Open Education Faculty students every year under title of "Student Information Form" were handled.

Questions that were asked to students in this inquiry form are as follows; qualification of birth place, qualification of living place, positions of brothers or sisters, occupational positions of their parents and distribution of students according to their birth years, number of family members, reason of their making higher education, preference range for Open Education Faculty, positive and negative characteristics of Open Education Faculty and their attention to social activities.

From the results of these questions, a profile of Open Education Faculty students was obtained. According to the findings of the study, a large number of students were men, their mothers were housewives and their income level was below country is average.

It was ascertained that more than half of the students are working in a job, they have got radio and TV in their houses and they tend to participate to activities such as theatre and folklore.

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ KKTC PROJESİ VE 1988 MEZUNLARI

143 ÖZ-ALP, Şan. "Anadolu Üniversitesi Açıköğretim Fakültesi KKTC Projesi ve 1988 Mezunları = Anadolu University Turkish Republic Northern Cyprus Project And Graduates of 1988 " AÖF İletişim Bilimleri Dergisi, **Kurgu**, 5: 287-301, Yayın No: 320/141, Kasım 1987, Eskişehir, Türkiye.

In this article it was mentioned about distribution of Open Education students according to grades and programs, graduates for graduating years, Turkish Republic Northern Cyprus students in higher education, NCTR students in Open Education Faculty graduation distributions of NCTR students according to their age slices, and sexes and working positions.

In 1987-88 educational year NCTR has 3900 students who were studying in higher education in Turkey. 917 of them were students of Open Education Faculty.

The youngest of the students is 17 years old and the oldest was 46 years old. 61 of them were 1988 graduate students are working. This results show us that working in a job does not cause an obstacle for educating in a university.

TURİZM SEKTÖRÜNDE İNSANGÜCÜ AÇIĞININ UZAKTAN ÖĞRETİMLE KARŞILANMASI

144 ÖZ-ALP, Şan. "Turizm Sektöründe İnsangücü Açığının Uzaktan Öğretimle Karşılanma sı=To Meeting the Manpower Gap in

Tourism Sector Via Distance Education", Eskişehir, AÖF İletişim Bilimleri Dergisi, **Kurgu**, 7: 433-473, Yayın No: 386/149, Ocak 1990, Eskişehir, Turkey.

This manuscript emphasizes that distance in Tourism Sector. Subject has focused for Turkish Tourism education for future.Distance education runs by Anadolu University the Open Education Faculty since 1982. In 1989 system has started to accept students to attend Tourism Certificate Program in Anadolu University. The first intake numbers were 2086 and first graduates were 600.

Author concludes that distance education method should be accepted one of the rational and low cost and educational way for Turkey. Also, tourism is one of the most important sector for future.

AÇIKÖĞRETİM FAKÜLTESİ TELEVİZYON PROGRAMLARININ DEĞERLENDİRİLMESİ
Malatya'da Oturan AÖF Öğrencileri Üzerinde Yapılan Bir Araştırma

145 ÖZBİLGİN, Lütfi., Şenay Işık. and Ali Yıldırım. Açık öğretim Fakültesi Televizyon Programlarının Değerlendirmesi (Malatya'da Oturan AÖF Öğrencileri Üzerinde Yapılan Bir Araştırma)=Evaluation of The Open Education Faculty's TV Course Programs (A Research about The Open Education Faculty Students Who Are Living In Malatya), İnönü Üniversitesi Eğitim Fakültesi, 1985, Malatya (Unpublished Research Report but, Copied), Malatya, Turkey.

A research was done in order to investigate whether the OEF students are watching TV OEF programs and benefitting from them by using a sample consisting of 100 students who are living in Malatya and attending to the Open Education Faculty. The results of the research were as follows: During the period which the research was done; students generally benefit from these programs, but broadcasting hours of these programs were not available enough to help students' learning processes and students can not gain enough help from this education circumstances, and but, the style of telling TV course programs were found very useful by students.

UZAKTAN ÖĞRETİM SİSTEMİNDE FİZİK EĞİTİMİ VE FİZİK DERS KİTAPLARI

146 ÖZDAŞ, Kudret. "Uzaktan öğretim Sisteminde Fizik Eğitimi ve Fizik Ders Kitapları Physics Education İn Distance Education System and Printed Physics Course Materials", **Eğitim Bilimleri Dergisi**, Marmara Üniversitesi, Yıl 1990, S. 2, pp 167-174, İstanbul, Turkey.

In this article Dr. Özdaş points out writting of physic books' ünits in distance educatin how should be different from the conventional education system by giving general information about distance education structure.

UZAKTAN EĞİTİM YAKLAŞIMIYLA UYGULANAN EĞİTİM ÖNLİSANS PROGRAMININ ÖĞRETMENLİK MESLEK BİLGİSİNİ KAZANDIRMA YÖNÜNDEN ETKİNLİĞİ

147 ÖZER, Bekir. "Uzaktan Eğitim Yaklaşımıyla Uygulanan Eğitim Önlisans Programının

Öğretmenlik Meslek Bilgisini Kazandırma Yönünden Etkinliliği=The Effectiveness of The Two Year Diploma Program For The Elementary School Teachers In Inducing The Knowledge of The Theory And Practice By Distance Education Approach", Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, Eskişehir 1989, (Unpublished PhD Dissertation), Turkey.

Anadolu University, Eskişehir, Turkey, has sponsored a two-year up-grading academic program (associate degree) for elemantray school teachers through the Open Education Faculty utilizing distance education techniques. This study tries to determine the effectiveness of the said program in inducing the knowledge of educational theory and practice in the teachers enrolled in the program.

Two tests and a questionnaire were used in data collection. They were given to 428 elemantary school teachers randomly selected during the academic year of 1987-1988. The tests developed for measuring the teachers' knowledge of educational theory and practice were given as a pre-test before the related courses in the program were taught, and as a post-test once these courses were taught through the media. Moreover, some personal information about each teacher in the sampling group was collected and the learning methods of each teacher were found out through the questionnaire. The statistical analysis of the data obtained from the tests and the questionnaire reveal the following:

* There is a marked increase in the knowledge of educational theory and practice of the teachers enrolled in the program. This most probably shows the effectiveness of the distance education.

* The increase in the knowledge of educational theory and practice of the teachers is unrelated to the sex, prior educational background and teaching experience of them.

* The teachers enrolled in the program greatly relied on the textbooks for learning and followed a few of the television and radio programs. Furthermore, it was found that most teachers seeked extra tutoring and ex pressed a need for face-to-face consultation. On the other hand, it was unexpectedly found that the level of achievement related to the increase in the knowledge of educational theory and practice of the teachers hasn't changed in accordance with the effective use of the teaching media, the amount of extra tutoring they received, and the amount of need they had for face-to-face consultation.

* The teachers in the program wanted further distance education programs to develop and renew their

knowledge of educational theory and practice either as in-servce training or degree programs.
It was also suggested that those who were successful in the in- service training programs should be rewarded in terms of better salaries and fringe benefits.

TÜRKİYE'DE UZAKTAN EĞİTİM: ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİNİN UYGULAMALARI

148 ÖZER, Bekir. "Türkiye'de Uzaktan Eğitim: Anadolu Üniversitesi Açıköğretim Fakültesi'nin Uygulamaları=Distance Education In Turkey; A Case Study on Applications of The Anadolu University Open Education Faculty", **Eğitim Fakültesi Dergisi**,

tion Faculty", **Eğitim Fakültesi Dergisi**, S. 2, C. 2, s.1- 4 Anadolu Üniversitesi Yayınları, 1989, Eskişehir, Turkey.

In this article main education problems which are keep their importance since 1950's until today in Turkey. They are handled and it is given place to attempts which aim to get use of distance education system in solving education problems in Turkey. After giving a brief history it was given informations about the real meaning of distance education today, and organisation structure, operation, students, academic program, teaching circumstances, servi ces which were given to students and cost of the system that was established firstly for Anadolu University (AU) in the university structure of Turkish education system. Distance education application studies of AU bring concrete results for solving some important education problems.

IN-SERVICE TRAINING OF PRIMARY SCHOOL TEACHERS AT A DISTANCE IN TURKEY

149 ÖZER Bekir. "In-service Traning of Primary Sch ool Teachers At a Distance in Turkey" **Indian Journal of Distance Education** Vol. 4, p:80-81,1991, Chandigarh, India.

Author gives a place primary school teacher training project characteristic by distance evaluation method which realized by Anadolu University the Open Education Faculty since 1986. The project accepted around 130.000 teacher students during two year (first year intake number mass around 46.000 and second year around 80.000).

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ MERKEZİ AÇIKÖĞRETİM PROGRAMLARI (İktisat ve İş İdaresi) BİRİNCİ YIL UYGULAMASININ DEĞERLENDİRİLMESİ

150 ÖZER, Gündüz Mukadder."Anadolu Üniversitesi Açıköğretim Fakültesi Merkezi Açıköğ retim Programları (İktisat ve İş İdaresi) Birinci Yıl Uygulamasının Değerlendiril mesi= Evaluation of The 1st Year Application of Anadolu university Open Education Faculty Programs: Business Administration And An Economics", Hacet tepe Üniversitesi Sosyal Bilimler Enstitü sü, Ankara, 1985, (Unpublished Doctoral Thesis), Turkey.

After finishing of the first educational (academic) year of Anadolu University Open Education Faculty, this study and consist of the evaluation of this application of DE. Some socio-economic characteristics of Eskişehir Economics and Commercial Sciences Academy Economics Administration Sciences Faculty students who were settled by Student Selection Placement Center and Open Education Faculty students were compared.

At the end of the study, it is found that Open Education Faculty students for a group of olders, and their economic levels take place in a lower income slice. In the study, it is touched to the brief history of applications of distance education system in Turkey and it is emphasized that detailed examinations can be made by researches which will be done in OEF Business Administration and Economics Programs in later years.

ORTA ÖĞRENİMLİ İLKOKUL ÖĞRETMENLERİNE UZAKTAN ÖĞRENİM YOLUYLA ÖNLİSANS ÖĞRETİMİ SAĞLAMA PROJESİ ÖN RAPORU

151 ÖZGÜ, Tahir, Aytaç Açıkalın and Ayhan Hakan, **Anadolu üniversitesi Açıköğretim Fa-**

kültesi'nce düzenlenen OrtaÖğrenimli İlkokul Öğretmenlerine Uzaktan Öğrenim Yoluyla Önlisans Öğretimi Sağlama Projesi Ön Raporu=Report on Providing Two Year Up-Grading Academic Program By Distance For The Teacher Who Graduated From Secondary School which orgnized bi Anadolu University Open Educetion Faculty, Anadolu Üniversitesi Açıköğretim Fakültesi, Eskişehir, 1985, (Unpublished Research Report but,Copied), Turkey.

This report which was prepared in order to be presented to the National Ministry of Education, teachers' in-service educations which of teachers who do not have university education by using distance education was mentioned because those who work in all kinds of schools should have university degrees, according to the law 1739, as Essential Education law.

It was also informed about planned teaching program, (two year up-greading academic program or associate degree) application organization and collabaration between sources and institutions. By this way two-year university education will be given to teachers.

In the report it was given place to determining of sufficiencies of present teachers and necessaries; how and which restrictions are needed for operating on printed materials, radio-TV course programs and face-to-face education circumstances, and detailed information about organization.

The report is supporting that after the completement of teacher training program, nearly 130.000 elemantary school teachers who were graduated from secondary schools in Turkey will provide benefit and help to our society in educational, legal and burocratic respects.

EĞİTİM SORUNLARI VE ÇÖZÜMÜNDE KİTLE İLETİŞİM ARAÇLARI: EKONOMİK VE TEKNOLOJİK BİR YAKLAŞIM

152 ÖZGÜ, Tahir. **Eğitim Sorunları ve Çözümünde Kitle İletişim Araçları: Ekonomik ve Teknolojik Bir Yaklaşım=Distance Education And Its Contribution to The Solution of Educational Problems In a Developing Country: (Turkey)**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 216/106, Eskişehir, 1986, Turkey.

The author is determining the deficiencies by examining problems which are met in all education teaching institutions from primary education to higher education and studies on solving the problems and brings solution suggestions. In the first chapter of the book an analizes of education problems is done and it is stated that the source of these problems is financial difficulties resulting from the system which is expensive and does not use a technology. As a result, some changes should be done in the system to solve this problem.

In the second chapter, some suggestions for solution were given. It was also supported that students must absolutely be in traditional residance-school- in new education system. The author who thinks that education and teaching systems should get help of all education and teachers circumstances in which they own in society summarizes these circumstances as mass communication media, production world and social surrounding.

In the last chapter Apprenticeship and Occupational Education Law was mentioned. It is stated about reasons of making this law, the wrong applications have seen after the acception of law and the necessities of new laws which are present. The author says that "Usement of

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Mass Communication Media in education areas which the law permits will provide productions of education packets which will be benefitted besides mass communication media.

DISTANCE EDUCATION AND ITS CONTRIBUTION SOLUTION OF EDUCATIONAL PROBLEMS IN A DEVELOPING COUNTRY: (TURKEY)

153 ÖZGÜ, Tahir. **Distance Education and Its *Contribution to The Solution of Educational Problems In a Developing* Country; (Turkey)**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 018, Eskişehir,1988, Turkey.
(This study has been Printed from the Anadolu University Publications, Eski şehir/Turkey, with the 272/130 Publication number, in 1988).

One of the major changes that has taken place in the Turkish Educational System was the introduction of distance education in the year 1982.

In this study, discussed of the economic aspect of distance education and its benefit for the education problems in developing countries as Turkey. Also, fields of education in Open Education Faculty, organization and using media in its operation. This study had set up the number of the students, overseas activities, graduation and evaluation of OEF. And, some arguments are dealing with OEF and economic aspects of education discussed in this study. Study ended by offering multi-media for its advanced form and benefically process for Turkey.

ANADOLU ÜNİVERSİTESİ BATI AVRUPA FAALİYETİ, YAPILANLAR, YAPILACAKLAR, GEREKLİLİKLER

154 ÖZGÜ, Tahir. Anadolu Üniversitesi Batı Avrupa Faaliyeti-Yapılanlar-Yapılacaklar- Gereklilikler=West Europe Project of Anadolu University- What has done-What will be done And Necessities, Anadolu Üniversitesi Yayını, Haziran 1988, (Unpublished But Copied Report), Eskişehir, Turkey.

In this report it is mentioned about Open Education Programmes applied in Turkey in 1987-88 educational year and also has applied in West Europe nations; the fact that 2084 students registered West Europe Connection bureau of Anadolu University in this educational year; the fact that 39.000 video cassette and 43.000 printed materials conveyed to students who were getting use of these programs in the last academic period; the fact that academic counselling service was given to students living in the settlement centers of Köln, Essen, Berlin, Nurmberg, Frankfurt, Lahey and Brussels; and about the collaboration in Federal Germany science and education surroundings in various levels. Besides, this study which also gives a place to the subject that what will be done in respects of West Europe Project in the future.

A SOLUTION FOR TEXT BOOK PRODUCTION

155 ÖZKAZANÇ, Önder. and Nezir Karadayı, "A Solution for Massive Text Book Production", **Academic Computing in Machintosh Environment III**, Proceedings of seminar, May 13-15,1992, p.131-137, Anadolu University Publications, Eskişehir 1992, Turkey.

Universities and institutions that are possible to apply multiple choice test for thousands of students consecutively, preparing test booklets for printing without errors, need a tremendous afford to achieve. Yet there are always some mistakes in those test qestions and the time is always very limited.
Anadolu University Computer Research and Application Center is responsible to organize, monitor and evaluate examinations of most of the "Open Education Faculty" (which is doing distance education) and also some of other ful-time schools in Türkiye and abroad.

The OEF has about 400.000 students in various cources. The university is also doing full-time education in other disciplines. There are about 16.000 students in those schools. 15 examinations are organized for this academic year and for each examination it is necessary to prepare nearly 10 different types of test book lets. If we count A and B types of each test booklets, that makes nearly 300 different types of test booklets altogether.

These test booklets cover formulas, graphical presentations and some pictures. Program, "**Anadolu University Question Bank**", which is developed in 4th Dimension solve most of our problems in test booklets production.

TELEVİZYON ÖĞRETMENLİĞİ

156 ÖZSOY, Yahya. and Dursun Gökdağ. "Televizyon Öğretmenliği=TV Teachership" Anadolu Üniversitesi **Eğitim Fakültesi Dergisi**, 2:1, pp.123-139, Eskişehir, 1987, Turkey.

This is an article which was written by the aim of helping teaching-staff who will give courses on TV to be better TV

teacher and by this way the quality of TV education programmes will be increased. In the article it is touched to the subjcets of TV teachership and being aware of the responsibilities that the work carry; knowing the special circumstances named studio; what kind of a pre-preparation should be done before the camera. As a result, it is claimed that TV teachership is an art which should be learnt and there must be somebody or an institution that will teach this education. It is stated that Anadolu University should shoulder this vanguardness.

UZAKTAN EĞİTİM TEKNOLOJİSİNİN EĞİTİMDE KULLANILMASI

157 ÖZSOY, Yahya. "Uzaktan Eğitim Teknolojisinin Eğtimde Kullanılması=Use of Distance Education Technology In Education", A paper presented at the **Education Sciences Symposium in İnönü University**, on 15-17 June, 1989, Malatya, Turkey.

This paper was prepared to examine the hidden power behind the addition of technology which is used in distance education to general education. "What kinds of effects of distance education technology that was applied by Anadolu University Open Education Faculty does or will occur in general education fulls in the mind as a question. The results of these questions are summed up in this study as main titles.

AÇIKÖĞRETİM FAKÜLTESİ ÖĞRENCİLERİNİN AÇIKÖĞRETİM SİSTEMİNE İLİŞKİN TUTUMLARI

158 PARLAK Nuray Y. "Açıköğretim Fakültesi Öğrencilerinin Açıköğretim Sistemine İlişkin

Tutumları=Attitudes of Open Education Faculty Students to the Open Learning System", Ankara Social Sciences Instiute, (Unpublished Master Thesis), Ankara,1991, Turkey.

The purpose of this survey research is to find out the attitudes of the students who are enrolled at the Economics and Business Administration departments of OEF (Open Education Faculty) connected with the elements consisting of an open education system. These elements are textbook, supporting services, administration, academic advising services and OEF TV programmes. The survey consists of 379 students who were selected among the first and fourth class student enrolled at OEF Ankara Bureau.The data of the research were collected by means of an attitude scale which was sent to each stutdents. This scale is a likert type scale and is composed of 53 items which are grouped under five heading in relation to the elements mentioned above.

The rating scale (with five points) that is used in this scale consists of the alternatives "**Strongly Agreed**", "**Agreed**", "**Undecided**", "**Disagreed**", "**Strongly Disagreed**". The following operations were used in this study: Frequency and percentage calculations were used for the data derived from the personel information pert of the attitude scale. The same calculations were also used in order to demonstrate the distribution of the students' attitude point regarding to each elements. The t test was applied in order to determine whether the attitudes change with regard to several variables.

According to the results of this survey, the attidutes of students connected with OEF are in relation to the variables of class, being acquainted with the Faculty, the reason for choosing the Faculty, participating at academic advising services and attending to OEF TV programmes.

TÜRKİYE'DE YÜKSEKÖĞRETİM KURUMLARINA ÖĞRENCİ SEÇME VE YERLEŞTİRME SİSTEMİ

159 PAYASLIOĞLU, Arif. **Türkiye'de Yükseköğretim Kurumlarına Öğrenci Seçme ve Yerleştirme Sistemi=Student Selecting and Place ment System For Higher Education I nstitutions In Turkey**, ÖSYM Araştırma, Geliştirme Birimi, Ankara, 1985, Türkiye.

In this study it was given a place to the introduction of the system that is applied for student selection and placement to Higher education institutions in Turkey; principle of taking student to open education system which forms an original way for student placement, and help of the services provided by ÖSYM (Student Selection Placement Center) to open education programs. In the study which chooses Open Education Faculty authorities as a rival for students who will enter ÖSYM exams and Higher Education Board authorities it is touched to the subjects of qualification of The Open Education Faculty, course materials of Open Education Faculty, structure of academic counselling services, examination and evaluation system of The Open Education Faculty and communication dimensions of ÖSYM-Open Education Faculty.

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ SINAVLARI KONUSUNDA DÜŞÜNÜLEBİLECEK YENİ YÖNTEMLER

160 PAYASLIOĞLU, Arif: "Anadolu Üniversitesi Açıköğretim Fakültesi Sınavları Konusunda Düşünülebilecek Yeni Yöntemler=Thinking a

New Methods on Anadolu University Open Education Faculty Examinations", **Mülkiyeliler Birliği Dergisi**, S.164, s. 37-42, Şubat 1994, Ankara, Turkey.

This article discusses examination method of the Open Education Faculty's aplication. The Open Education Faculty's examination were organized by Student Selection and Placement Center (abrev: ÖSYM) up to now, at over Turkey, three times in a year as one of mid-term, second is the final and last one is make-up examination. These exams method was multible choice. Dr Payaslıoğlu says that this method push the students to imitate the courses, not to learn.

Examinations should give to students at the computer medium not a class exam in two days and four-hour exam. He defences that if exam method changes, this chan ging will change type of learning strategy of the students. So that courses or programs will be more useful for their life.

TÜRK AÇIKÖĞRETİMİ İLE İNGİLİZ AÇIKÖĞRETİMİNİN KARŞILAŞTIRILMASI

161 RIZA

Enver Tahir. "Türk Açıköğretimi ile İngiliz AçıköğretimininKarşılaştırılması=Cooparison of The Open Educaiton Faculty and The British Open University", **Türkiye 1. Uluslararası Uzaktan Öğretim Sem pozyum Bildirileri**, Milli Eğitim Bakan lığı-FRTEB, s.557-565, 12-15 Kasım 1996, Ankara, Turkey.

In the second half of this century many important crises have taken place related directly to the area of education.

Population explosion was among the most important cries that took place when developing countries are concerned. There were high needs to primary, secondary an higher education and consequently lack of teachers and crowded classrooms problems were suddenly emerged. In order to solve such problems by classical ways of education seemed to be something impossible.

In different parts of the world depending on high technology open universities were established. The number of universities increased by the time. The British Open University established in 1968 and started its programmes in 1969. In a few years time this university developed fastly in terms of budget, number of students and programs.

In Turkey Open Faculty in Anadolu University established in 1982. During the last 14 years many developments took place in this university too. Comparisons of the same type of establishments in different countries serve the develop ment issue in these establishments. So the comparison of open universities: British and Turkish cases is constituting the general aim of this article.

Comparisons depended on the basis of similarities and differences aspects of the two universities. These as pects included: openness, age of students, society opini on, programmes diversity, printed materials, radio and TV programmes, learning packages, computer servi ces, ot her equipments, final examination and summer camps.

162 SAĞLAM Mustafa. "Açıköğretim:10 Yılda Ne Oldu, Ne Olacak?=What Nappen in 10Yean and What Will Be Happen in the Open

Education Faculty?", **AKADEMİ**, No. 1, December, 1993, pp. 4-11, Cologne, Germany.

This article gives brief information and summary for to evaluate at the 10th anniversary of the Open Education Faculty in the context of what the Open Education Faculty did during in ten years and what will do in the future. Article describes the Open Education Faculty' programs and with some statistical information and graphics dealing with these programs.

YURTDIŞINDA DIŞARIDAN LİSE BİTİRME PROGRAMININ DEĞERLENDİRİLMESİ: Otaöğretim Düzeyinde Uzaktan Öğretim Uygulaması Örneği

163 SAĞLAM Mustafa.**Yurtdışında Dışarıdan Lise Bitirme Programının Değerlendirilmesi: OrtaeğitimDüzeyinde Uzaktan Öğretim Uygulaması Örneği= Graduation from Out of Highschool Abroad: A Case of Turkish Distance Education Example**, Anadolu Üniver sitesi Yayınları Yayın No. 776/391, Eskişehir 1994, Turkey.

This book points out graduation extenally Highscool program which one of the Open Education Faculty application in Western Europe, for to educate Turkish citizens at highschool level who are living in abroad, mostly in Ge rmany. This citizen have been left their educaiot for many reason before graduate highschool or secondar school level when they live in Turkey. And up to now they do not find education chance in conventional institutions. Especially their age is too old for attending to the conventional institutions in foreign counries now.The study is realized and supported by empirical research in Germany, in 1994. Some findings are of the reseach that:

* This programs are very useful for the Türkish citiziens,
* Programmes should be increased on other subjects,
* This programs have to supportdr with the other visual and audio materials and activities,
* More examination time should be given to the students,
* Mathematics, science and Art History courses must be easier,
* More and periodically often academic advisory service on the other subjects

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ UZAKTAN ÖĞRETİM ÇALIŞMALARI VE RADYONUN KULLANIMINA İLİŞKİN BİR MODEL GELİŞTİRİMİ

164 SAĞLIK, Mediha. Anadolu Üniversitesi Açıköğretim Fakültesi Uzaktan Öğretim Çalışmaları ve Radyonun Kullanımına İlişkin Bir Model Geliştirimi=A Model Suggestion for Using Radio As An Education Medium For The Anadolu University Open Education Faculty And Its Application", Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü, Eskişehir 1985, (Unpublished Master Thesis), Turkey.

This study aimed to research more productively using of radio in distance education of the Open Education Faculty (OEF) Anadolu University, Turkey. This study consists of two main chapters. The first chapter is dealing with educational radio programs which broadcasted by Turkish Radio and Television Association (Abrev. TRT), and brief history of the distance education applications from beginning up to now.

The second chapter gives a place for developing model for using radio in Turkish OEF more productive in the op-

erating of OEF. This model consists of the criteria of the educational radio programs, producing techniques and harmony of the educational radio programs with the other teaching materials in distance education.

AÇIKÖĞRETİM FAKÜLTESİ HEMŞİRELİK ÖNLİSANS PROGRAMI VE MALİYET TASARRUFU

165 SEÇİM, Hikmet. "Açıköğretim Fakültesi Hemşirelik Önlisans Programı ve Maliyet Tasarrufu=Open Education Faculty Nurse Education and Saving Cost, **Eğitim Teknolojisi ve Bilgisayar Destekli Eğitim 1. Sempozyumu**, Anadolu University Publication, pp. 71-73, No 552,1991, Eskişehir, Turkey.

Article discusses on saving cost of if applies distance education method for Nurse education in Turkey. Author gives attractive examples from nurse education by comparing traditional and distance nurse education method in Turkey, giving certain statistics and today's application.

DÜNYADA AÇIKÖĞRETİM UYGULAMALARINDAN BAZI ÖRNEKLER

166 SEÇİM, Hikmet. "Dünyada Açıköğretim Uygulamalarından Bazı Örnekler=Some Distance Education Application Examples in The World", **Açıköğretim Fakültesi Dergisi**, Anadolu Üniversitesi Yayınları, Yayın No: 777/392, 1:1, pp. 237-260, Eskişehir, Haziran 1994, Turkey.

Author metions distance education application around the world by giving some aspects from examples as The Open University, Durham University. And than he is giving

a list of approximately more than 300 instutions which are making distance education in the world.

AÇIKÖĞRETİM FAKÜLTESİ AKADEMİK DANIŞMANLIK VE UYGULAMA HİZMETLERİNİN DEĞERLENDİRİLMESİ

167 SERTER, Nuray. **Açıköğretim Fakültesi Akademik Danışmanlık ve Uygulama Hizmetlerinin Değerlendirilmesi=Evaluation of The Academic Counselling Service in The Open Education Faculty**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 243 /16, Eskişehir,1986, Turkey.

It is not sufficiently known that in what degree the Academic Counselling Services which take place in distance education system that is applied in the level of higher education by Anadolu University Open Education Faculty since 1982-83 educational year operate (work) in the direction of their goals.

This study in which suggestions are developed in the direction of recovering Academic Counselling activities by evaluating inquiry results applied to students in the aim of evaluating education activities dimension of first year application of Open Education Program; is the book printed as a doctorate thesis of the author. The author handed the suggestions in two groups: Suggestions which will be applied for short term, and suggestions which will be applied in the long term.

The author who reaches the hypothesis that the expectations of students and education staff from Academic Counselling services are different states that expectations of students become more different at the end of the year

of the application and besides evaluating this differentation as a kind of awareness it can also be seen as a forming of open education student type.

ÜNİVERSİTELERE GİRİŞ SORUNU; EĞİTİM TEKNOLOJİSİNDEKİ GELİŞMELER VE BİR ÖNERİ

168 SERTER, Nuray. "Üniversitelere Giriş Sorunu; Eğitim Teknolojisindeki Gelişmeler ve Bir Öneri=Problem of the University Entrance System: Developments In Educational Technology And A Suggestion", Açıköğretim Fakültesi İletişim Bi limleri Dergisi, **Kurgu**, 5:347-355 Yayın No: 320/141, Ocak1989, Eskişehir, Turkey.

It is stated that Turkish higher education system can not meet the demand sufficiently since 1960's and from this year candidates who wants higher education show a great increase. A series of problems were brought to universities which were doing their own exams until 1974, and in 1974, it was decided to establish ÖSYM by attempting a regulation.

This application had brought a calmness to the problem of entering university in a certain radio in respects of selecting and placement but the number of people who could not enter university by elimination reached a higher level and a series of problems that these people carried with themselves were defined as an inequilibrium between information and secondary schools as a problem of entering university.

The operating application of distance education by the related matter of the law numbered 2547 which was issued in 1982.

In article, it was suggested that by focusing on distance education method; by teaching the basic courses and con cepts on 8 basic areas by DE method, and by slipping the funds, sources and possibilities of higher education to occupational education which considers the same area's application or face-to-face education; basic concepts and courses can be communicated to wide masses and possibilites should be given to the people from this mass who successfull in occupational education.

AÇIKÖĞRETİMDE AKADEMİK DANIŞMANLIK

169 SERTER, Nuray. **Açıköğretimde Akademik Danışmanlık = Academic Counselling Service In The Open Education Faculty**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 985/550, Eskişehir, 1997, Türkiye.

Ten years ago the same research is realized by the same author in differet condition. After ten years academic service expanded nearly all cities of Turkey by Anadolu University the Open Education Faculty. Aproximately similar findings are obtained from the research that students want to attend more to the academic advisory system, academic advisory service is very useful for the students, they want more suitable time and buildings for an academic services and expect to expand tis service to town settlement place. 10% of the studens who are attending to the academic advisory service come from rural area or town. Approximately all students want of reviewing course subjects by academic advisor. More than 60% of the students attending to academic advisory service regularly. some courses more should include to the academic advisory services.

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RADYODA ÖRGÜN EĞİTİM PROGRAMLARI VE TÜRKİYE'DEKİ UYGULAMALAR

170 SEZGİN Jülide. Radyoda Örgün Eğitim Programları ve Türkiye'deki Uygulamalar=Educational Radio Programs in conventional education and Turkish Case, Marmara Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul, 1997, (Unpublished Master Thesis),Turkey.

The aim of this thesis evaluating success of radio as a communication tool in education, to reach its mass audi ence target. Content of the study include five chapter. In the first chapter tries to describe education and radio concept. The second and the third chapters are deals with an education applications via radio in turkey and world. At the fourth chapter a survey on efficiency of radio educational programs. The fifth chapter is the conc lusion of the study.

Course materials and educational radio programs contain should be similar content. Educational radio programs should broadcast the most suitable hours for its target audiance. And also, Educational radio programs should be shorter minute which now broadcasting.Consequently, educational radio programs should be a special expert area for the educators.

INNOVATION IN HIGHER EDUCATION THE OPEN UNIVERSITIES

226

168 SHALE, Doug. "Innovation in Higher Education: The Open Universities", **Journal of Distance Education**, Vol. 2, No. 1 p. 8, Canada, Spring 1987.

When author mentions striking developments of Open Education Universities, by giving their name and initial years, "Open University of Turkey" illustrated in the list.

TURKEY

172 SÖZEN, Nur."Turkey", **Paper presented at Distance Education in Asia and Pacific Conference**.1991.

In this presented paper, declared that history of distace edication applications in Turkey and dimensions of The OEF application with its legal status. Article contains the programs of The OEF which serve to its students.

THE LATEST DEVELOPMENTS IN EDUCATIONAL TECHNOLOGY AND TEACHING ACCOUNTING (TURKISH CASE)

173 SÜRMELİ, Fevzi. **The Latest Developments In Educational Technology And Teaching Accounting (Turkish Case)**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yay gın Eğitim Vakfı Yayınları Yayın No: 014, 1989 Eskişehir, Turkey.

In this study it was is emphasized that modern technological developments take place in educational process inevitably, it was touched to the subjects of educational technology, usage of communication technology in education, distance education method and distance education materials used in this process, using of these materials, using especially usement of TV courses and printed materials, and accountancy education of the application in Anadolu University Open Education Faculty. And at the

end of the study it is mentioned about the fact that getting use of TV video, telephone, telex, cassette, film and computer in administration, planning, organising and evaluating of education-teaching process forms the base of subdiscipline of educational technology and about the position and importance of density used educational technology in distance education system.

ANADOLU ÜNİVERSİTESİ UZAKTAN ÖĞRETİMDE BİLGİ SİSTEMİ: BİR MODEL ÖNERİSİ

174 ŞAKAR Nurhan A. "Anadolu Üniversitesi Uzaktan Öğretim Bilgi Sistemi: Bir Model Önerisi=A Sugesstion Information Model For Anadolu Universitly Open Education Faculty, Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, (Unpublished PhD), Eskişehir, 1997, Turkey.

As known, Anadolu University has started higher education via distance education methods in 1982 with the structured of Open Education Faculty (OEF). The faculty at the university degree level education which is given university diploma to its graduates. It changed its structure in 1993 by law 493. Its structure divided to independent faculty are Economics Faculty and Management Faculty. These faculties have four year-university degree-education. Open Education Faculty make education only two-year (pre-Bachelor) diploma education for its students

Additionally, Open Education Faculty is giving support to these four-year distance education faculties for preparing their TV and radio , printed, and audio and visual course materials, registrating their students to the system, organize academic counselling and their examination. Under

the light of these developments or changings, this study has to conducted to explain new situation of Open Education Faculty's structuring from point of flow of information.

This Study tries to point out that impact of the changing organizational structure of OEF since 1993, on exiting position. With these in mind. in this study, first of all OEF's existing information system had been analysed. Than a model has been developed to offer some solution ways to be more effective and efficient operation of O EFs ' existing system.

AÇIKÖĞRETİMDE EĞİTSEL İLETİŞİM ORTAMI OLARAK BİLGİSAYAR: Akademik Danışmanlık Sistemi İçin Bir Bilgisayar Destek Eğitim Modeli

175 ŞENİŞ, Fethi. **Açıköğretimde Eğitsel İletişim Ortamı Olarak Bilgisayar: Akademik Danışmanlık Sistemi İçin Bir Bilgisayar Destek Eğitim Modeli=Computer As being Educational Component In Open Education Faculty: A Computer Aided Instruction Model For an Academic Counselling System,** Anadolu Üniversitesi Yayınları Yayın No. 684/333, Eskişehir, 1993, Turkey.

Mostly education is a service which consumes individual ly. Human structure is verly different from eachother. This differentations show changes according to educatebility, their reaction to the structure of educational message design, interested area, their expectation and their ability. Coming together different elemets in the same organiza tion provides syneryg andalso this syneryg provides integration of educational tools being a bigger system. As

known distance education systems are big educational organizations which is integrated of mass media tools for an educational aims. And also, the Open Education Faculty is the biggest educational institution in Turkey which using massmedia tools in its running. At its tenth year a research conducted which deal with integration of computer aided instructional media to the system. So that first of all in tis study is investigated structure of the Open Education Faculty and seach how system can be present individual education to its students. In the third chapter, questioned how integration of computer aided instructional materials make system richer. At the last chapter, feasibilitiy and possbility of this new medium is realized and analized fo the OEF from point of economical and techno logical view. At the end of the study author gives his sug gestions deal with the new offered system.

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ BİLGİSAYAR DESTEKLİ AKADEMİK DANIŞMANLIK MERKEZLERİ PROJESİ'NİN DEĞERLENDİRİLMESİ

176 ŞENİŞ, Fethi B. ve M. Emin Mutlu. Anadolu Üniversitesi Açıköğretim Fakültesi Bilgisayar: Destekli Akademik Danışmanlık Merkezleri Projesi'nin Değerlendirilmesi=Evaluation of Computer Aided Academic Councelling in The Open Education Faculty at Anadolu University, **IV. Ulusal Eğitim Bilimleri Kongresi'nde Sunulan Bildiri 10-12 Eylül 1997**, Anadolu Üniversitesi Eğitim Fakültesi ve Eğitim Bilimleri Enstitüsü, Eskişehir,1997, Turkey.

This project applied by the Computer Aided (or Assisted) Academic Counselling Centre-CAACC-and it is prepared

and developed as software by Computer Supported Unit (CSU) in 1992-1994. This Project is applied since 1994 at the Open Education Faculty's Student Information Burous. This study is containing the evaluation of theproject and establishment of the system. As aresult, according to the student perspective this serivice has been very useful for the students.

TÜRKİYE'DE UZAKTAN EĞİTİMİN TARİHSEL GELİŞİMİ

177 ŞİMŞEK, Ali. "Türkiye'de Uzaktan Eğitimin Tarihsel Gelişimi=Historical Developments of Distance Education in Turkey", **Çağdaş Eğitim**, 108: 34-39, 1986, Ankara, Turkey.

In this article it was stated that the demand for education had reached to extra ordinary dimensions in the last years and because the traditional education systems could not meet this demand, distance education becomes widespread rapidly.

In the article it is tried to evaluate the history of the distance education which applied in Turkey and the results of these attempts in respects of educational technology. It was emphasized that institutions that would apply distance education should begin applications after having known the conditions of the students.

AÇIKÖĞRETİM DERS KİTAPLARININ KENDİ KENDİNE ÖĞRETME YETERLİLİĞİ

178 ŞİMŞEK, Nurettin. "Açıköğretim Ders Kitaplarının Kendi Kendine Öğretme Yeterliği =Su ffeciency of The Open Education Faculty' Printed Course Materials From Point

of Self-teaching", **1. Eğitim Bilimleri Kongresi Bildiriler Cilt-2**, Çukurova Üniver sitesi, pp. 537-543, 28-30 Nisan (April) 1994, Adana, Turkey.

In this article some results of similar survey which is conducted before is made a discussing subject .

The study is realized by pre and last test model on effects of the success of teaching itself of the Open Education Faculty's printed course materials, to the accodirg writting criterias of the units in Open Education Faculty. İt is given information dealing with the sistematic of the study at the first section of the presendet paper. In the second part of the study pleaced obtained data from application. Results are discussed at the last section of paper.According to results of the study, if units have been written fit to writting criterias at the printed materials of the Open Education Faculty, this way has positive effect on books' teach itself to the students. So, it can be say that distance education printed mate rials should be written according to the writing criteria to be successful and functional of books to teach itself to the students.

UZAKTAN EĞİTİM VEREN KURUMLARDA TOPLAM KALİTE FELSEFESİNİN UYGULANABİLİRLİĞİ

179 TAŞÇI Deniz. "Uzaktan Eğitim Veren Kurumlar da Toplam Kalite Felsefesinin Uygulana bilirliği=Applicability of The Total Quality Philosophy at Distance Education Insti tutions", **Türkiye 1. Uluslararası Uzak tan Öğretim Sem pozyum Bildirileri**, Milli Eğitim Bakanlığı-FRTEB, s. 599-605, 12-15 Kasım1996, Ankara, Turkey.

Educational needs are increasing in Turkey day by day in a great and large dimensions as being in developing countries. But economical sources are very limited for educational area again as being in other countries. So that one of the important reason that establihing of distance education depends for to solve this education's problem. Before establishing the Faculty of Open Education in 1982, Turkey, of course, some distance education models were applying, but all of them were fail.

There were many reasons for this failuring of this models as political, economical or educational planning. The Faculty of Open Education (OEF) and Turkish society had an advantage by this earlier experiments for to apply a distance education with a new approach or philosoph in due course.

By this way, new distance education model had seen as respectiful and logical way to solve Turkish educational problems . So, the OEF started to play an important role in supplying the educational demands in Turkey. Discussing and arguments about OEF far away that this systemwill not be unsucessful, now the problem is how the limited quality would improve. Placement , acceptibility and contigenoy of this system took very short time and credit of the OEF increased from year to year. Most of of time increasing cotingenoy had been done without the possibilities and aim.

General quality, generaly, is in conradiction with the quantity in addition, improving quality requires substainal so urces. But, OEF tries to give services by the view, councelling Faculty of Management has some difficulties. at the same time, impoving quality requires mental source too. In other words suitable knowledge and know-how are important input to improve quality. In this presentation will

discuss that how the quality circles and total quality management conribute to improve efficiently of the OEF services

TÜRKİYE'DE UYGULANAN UZAKTAN EĞİTİM SİSTEMİNDE VİDEO İLE EĞİTİM MERKEZİ PROJE ÖNERİSİ

180 TEKİN, Cengiz, Uğur Demiray and Murat Barkan. **Türkiye'de Uygulanan Uzaktan Eğitim Sisteminde Video Ile Eğitim Merkezi Proje Önerisi=A Project Suggestion For Anadolu University Open Education Faculty's Video Education Center**, Anadolu Üniversitesi Eğitim Tek nolojisi ve Yaygın Eğitim Vakfı Yayınları No: 001, Eskişehir, 1987, Turkey.

This study which was done collectively, it was supported that video should be taken a place in a rate of 1:10 in the system in studies of Open Education Faculty students as a distance education system applied in Turkey and suggestions were brought on the subjects of why and how video should be used. This study was done by taking base of the data from the research that was done on the subject of "Usage of Video in Turkish Society" by two of the authors.

The aim of the study was to show that video could take place in distance education system which has been applying by in Anadolu University as a supportive service for students. The study consists of five chapters. In the first chapter it was given place to literature oriented information about communication media used in distance education systems and the functions of these media in the operation of the system and usage possibilites of video for distance education.

In the second chapter it was given a place to applications of distance education in Turkey until today and served some information about the past, developments, applications and problems that were tried as an open education before and its beginning in our country and about channels of open education for reaching students.

In the third chapter it was touched to the subjects of usage possibilities of video in Open Education Faculty, relation between Open Education Faculty bureaus and Video Education Libraries; operation process of VEM (in Turkish Video Eğitim Merkezi=Video Education Center); coordination between Video Education Center - Video Education Libraries applications in the provinces bureaus.

In the fourth and results and suggestions related with usage of video given and it was mentioned about on evaluation section which consists of information about other units which need for coordination. After the fifth chapter that consists of a pilot project application, it was given place to additional reading part which were used in the study.

The results that were reached after the study can be summarized as: Video should be put into a position of medium which can be used functionally for increasing the education and information level of the people, and the image of video as an entertaining and time-spending tool can be broken.

Using of video on this area will bring it into a position of medium which is peculiar to us and which is used synchronously with other nations when we compared with the other applications in another nations'.

By this suggestion application video can find usage areas in other fields too, and can be more functional for education of the society in the fields in which it is used.

THE OPEN EDUCATION FACULTY OF ANADOLU UNIVERSITY

181 TEKİN, Cengiz., Durmuş Ali Özçelik, Uğur Demiray and Murat Barkan. **The Open Education Faculty of Anadolu University**, Anadolu Üniversitesi, Second Edition Eskişehir, 1988, Turkey.

In this study mentioned that Anadolu University was founded in 1982. The already existing Academy of Economics and Commercial Sciences (founded in 1958), and Engineering and Architecture (founded in 1970), were reorganized as faculties of Economical and Administrative Sciences, and Engineering and Architecture, respectively, under the new university structure.Presently, Anadolu University has the following faculties: Faculty of Economics and Administrative Sciences, Faculty of Engineering and Architecture, Faculty of Economics and Administrative Sciences (Kütahya Campus), Faculty of Economics and Administrative Sciences (Afyon Campus), Faculty of Medicine, Faculty of Pharmacology, Open Education Faculty, Faculty of Education, Faculty of Arts and Sciences.

In sum, Anadolu University consists of 9 faculties and 5 higher schools and 5 Higher School of Occupation with approximately 2000 employes, 656 of whom are the academic staff members. The university has more than 300.000 students which make it the largest university in the country. Anadolu University has carried out the distance education system since 1982 and in this way has brought a new dimension to Turkish education system.

This study describes operating of the OEF with all aspect for a reader. Of course it was a kind of brouchoure to inform people who are intrested in. This brouchoure is useful for seminars, congress, or for the visitors of the university or faculty.

ÇAĞDAŞ BİR EĞİTİM ARACI VİDEO: ARAŞTIRMA-KURAM-UYGULAMA

182 TEKİN, Cengiz (Editör). **Çağdaş Bir Eğitim Aracı Video: Araştırma-Kuram-Uygulama=Video; A Modern Educational Media -Research Theory Executive**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 004, Eskişehir, 1988, Turkey.

This study consists of articles which are related with video which is also a mass communication media nowadays and subjects about the of video in various dimensions. The concerning of the study with Open Education Faculty dimension is because the usage of video in distance education systems, by Open Education Faculty Video Education Centers and the articles about the applications in these centers. In the articles, by claiming that video is a functional medium in distance education, it is given place to the opinion that video will help distance education student in their learning process.

HOME VIDEO A POSSIBILTY TO SUPPORT DISTANCE EDUCATION STUDENTS

183 TEKİN, Cengiz and Murat Barkan. **HOME VIDEO: A Possibilty to Support Distance Education Students**, Anadolu Üniversitesi Eğitim Teknolojisi ve Yaygın Eğitim Vakfı Yayınları, Yayın No: 011, Eskişehir,1988, Turkey.

In this study it was mentioned about the opinion that supports the usage of video in education services because of the home-video characteristics was assumed, it

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was insisted on characteristics of video and of these characteristics in distance educational method by reflecting in education circumstances.

SHORT PROFILE OF THE FIRST GRADUATES OF THE OPEN EDUCATION FACULTY

184 TEKİN, Cengiz and Uğur Demiray. "Short Profile of The First Graduates of The Open Education Faculty", **ICDE**, Vol:19, 1989, The Open University, Milton Keynes, The United Kingdom.
(This study also, has been published from the publications of the Educational Technology and Distance Education Foundation, No: 015, 1989, Eskişehir/ Turkey).

Anadolu University Open Education Faculty had brought a new dimension to Turkish education system by starting education in 1982. It was stated that this new brought dimension is convenient to Turkish social structure and gradually is being accepted by public opinion. In this study some brief information about the characteristics of first graduates of Open Education Faculty were given.

VIDEO EDUCATION CENTERS: A MODEL PROPOSAL TO IMPROVE THE VIDEO EDUCATION PROJECT

185 TEKİN, Cengiz, Murat Barkan and Uğur, Demiray. **Video Education Centers; A Model Proposal to Improve the Video Education Project**. **AV/OEF**, Anadolu University Publications, No, 453/206, Eskişehir ,1990, Turkey.

This study is mentioned in the articles which are 17, 18, 49, 132.

DERS KİTAPLARINDA GÖRSELLİĞİN YERİ VE ÖNEMİ (Açıköğretim Fakültesi Örneği)

186 TÜMLÜ, Zeki. Ders Kitaplarında Görselliğin Yeri ve Önemi (Açıköğretim Fakültesi Örneği)=Importancy of the visualition of Printed Course Materials, (A Case Study on Open Education Faculty), İstanbul Üniversitesi Sosyal Bilimler Enstitüsü, (Unpublished Doctoral Dissertation), 143p, İstanbul, Turkey.

The printed course materials are not the same in conventional and distance education systems. Differetation of the printed course materials in both systems come from point of understanding, reading and percepting of view. As known, the printed course materials are the major educational component at distance education systems. And also, the most important fatures of these printed course materials is visual desing and readibility. Readibility concept explains that helping every elements in printed material should be functional for easly to reading, understanding and percepting by readers or students. So that visual desgining is very important at distance education printed course materials. In tis dissertation investigates the visual desining of the Open education Faculty's printed course materials theoritically and emprically.

Study consists of six chapter. The first three chapter explain that distance education and importancy of printed course materials in teaching or learning. Fourth chapter gives a brief information about the structure of the applied questionnaire and survey. At the survey, printed course

materials searched from point of visual designing view which are General Accounting, Behavioral Science, General Mathematics, Basic Programming and Computer, Economy of Turkey, Business Administration, Statistic and Turkish Tax Law. The qestionnaire applied to the student at the end of make-up exam. Here listed findings of the survey are:

* The printed course materials should be designed and changed according to daily conditions,
* Visualization should be realized by editor, author, graphist and printer's common desicion, not only one or two of them,
* Page desing must be quite comfortable,
* Visual elements must be coloured as possible.

TELEVİZYON EĞİTİM PROGRAMLARINDA GRAFİK KULLANIMI: AÖF rneği

187 TÜTÜNCÜ, Özden. "Televizyon Eğitim Programlarında Grafik Kullanımı: AÖF Örneği= Usage of Graphisc In Educational TV Programs And Case Study of The Open Education Faculty", Anadolu Üniversitesi Sosyal Bilimler Enstitüsü, Eskişehir,1988, (Unpublished Master Thesis), Turkey.

This study consists of four chapters. In the first chapter, it was mentioned about superior properties which the TV has as a communication medium that bounds to changing and developing conditions in the society.

In the second chapter it gives detailed subjects of TV educational programs, characteristics and kinds of TV graphics and TV educational program graphics by con-

sulting to written sources. In the third chapter it serves of the findings which were obtained from applied a content analysis on graphics which were used in fourth class branch courses that were broadcasted in 1986-87 educational year as a TV educational program of Anadolu University Open Education Faculty. In the fourth chapter of the study, it was given a place to summary, results and suggestions.

TÜRKİYE AÇIKÖĞRETİMİ BECEREMİYOR

184 URAL, Ozana. "Türkiye Açıköğretimi Beceremi yor=Turkey Can not Manage Open Education", **Yeni Yüzyıl**, 1996, p. 6, 24 Ekim 1996, İstanbul, Turkey.

This is a critical article. It defenses that if the Open education Faculty still goes on to give university degree and diploma as do now, students will not learn, they will only imitate courses to pass their exams. If the distance education programs give a certificiate students will learn for themself development and apply in their daily life what they learn, not imitate. So Mr. Ural's desicion is the Open Education Faculty do not manage to learn , but push imitation of the students, in its running.

UZAKTAN EĞİTİM TEKNOLOJİSİNİN TURİZM EĞİTİMİNDE KULLANILMASI

189 ÜNLÜ, İlhan. "Uzaktan Eğitim Teknolojisinin Turizm Eğitiminde Kullanılması=Using of Distance Education Technology in Tour-

ism Education", **Turizm Yıllığı 1990,** Türkiye Kalkınma Bankası A.Ş. Yayını, pp. 70-73, Ocak 1991, Ankara, Türkiye.

In this article author emphasized that "educated staff" is the most important problem or subject of the Tourism sector. Even if this position, increases day by day, so that solution of this problem is being more difficult by traditional education institutions. In this context, new educational approach which is called multi media education, should be developed for this field.

So educational tools will be used more rationally in education, especially in tourism education. By this aim tourism education by distance education is developed by Anadolu University the Open Education Faculty collaborating of Ministry of Tourism, Ministry of State and TRT (Turkish Radio and Television Association). This article points out general frame of this project which is called Tourism Education by Distance Education System.

TURİZM EĞİTİM SERTİFİKA PROGRAMI

190 ÜNLÜ, İlhan. "Turizm Eğitim Sertifika Programı =Tourism Education Certificate Programme", **Turizm Yıllığı 1988-1989**, Türkiye Kalkınma Bankası A.Ş. Yayını, pp. 114-119, Ekim 1990, Ankara, Turkey.

This article summarizes Tourism Education Certificate Programme by relating sub-titles as general introduction, to project, context of programme, phases of project, registration of the students, exams and evaluation of exams, evaluation of 1st phase, studies about and phase of project and future plans. This programme includes distance

education by 1st phase of project. In 2nd phase, face to face or prcatical process applied by tourism sector's companies.

İŞİTME ENGELLİ ÇOCUKLARI OLAN AİLELERİN UZAKTAN ÖĞRETİM İLE EĞİTİLMESİ

191 ÜNLÜ, Sezen. **İşitme Engelli Çocukları Olan Ailelerin Uzaktan Öğretim İle Eğitilmesi=Education of The Parents Who Have Hearing Impaired Children By Distance Education**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları Ya yın No:248/118, Eskişehir, 1987,Turkey.

This study is an emprical research in curriculum development. The book consists of four chapters.

in the first chapter, it was given a place to printed materials of distance education and communication and family education which form a base for the second chapter.

In the second chapter it was given a place to the method. And in the third chapter it was mentioned about the findings which were obtained after the analyses of data and and comments related with these findings.

After the sections of summary, judgement and suggestions; additional readings about the research, inquiry, pretest, book, radio and TV programs, articles used in education applications and post-tests take a place in the book.

The author reaches to the decision that distance education programs that are used, will help family education positively according to the findings of the research. Because education of hearing impaired needs to be motivate

for their competence and aware from the technical information, the author insists on that a group study in urgent for this system.

It is supported that special groups from course group which were formed in distance education institutions should be charged and program preparation group should be formed by participating of personnels of distance education and Radio-TV Institution, Anadolu University Open Education Faculty and Hearing impaired Children Education Center (Calls Turkish as İşitme Engelli Çocuklar Merkezi-İÇEM) to render parent education programs continous.

OKUL ÖNCESİ ÖĞRETMENLERİN UZAKTAN ÖĞRETİM YÖNTEMİ İLE YETİŞTİRİLMESİNE YÖNELİK PROGRAM MODELİ

192 ÜSTÜNOĞLU, Ülkü. **Okul Öncesi Öğretmenlerin Uzaktan Öğretim Yöntemi ile Yetiştirilmesine Yönelik Program Modeli=A Model of Training Pre-School Teachers by Using Distance Education Method**, Anadolu Üniversitesi Açıköğretim Fakültesi Yayınları, Yayın No: 220/107, Eskişehir, 1987, Turkey.

This research was prepared to develop a program model about training of candidate teachers in sufficient numbers and qualities by distance education in the aim of surpassing teacher insufficiency which is one of the problems of the system to validate education services. Nowadays, materializing and making widespread the education services before school period is gaining importance gradually. The author is defining this program model as an applicative

program model in which printed materials are taken as base process and a multi- media approach is appropriated. The model will be applied by using printed materials, radio, and distance education processes such as TV and face-to-face education teaching by getting use of possibilities of Anadolu University Open Education Faculty. The author brings some suggestions about applications and future by taking base the findings of this research, at the end of the study.

DISTANCE EDUCATION IN TURKEY

193 YANGIN, Gürbüz. "Distance Education in Turkey", **The Online Journal of Distance Education**, Vol. 2, Number 4, 6p, May 1989, Alaska, Canada.

This article describes general aspect of distance education in Turkey, since 1982. It is mentioned which as components such as printed materials, TV and radio cour ses and academic couneilling. Article gives detail about an associate degree teacher training programs.

UZAKTAN ÖĞRETİM SİSTEMİYLE ÖĞRENİM GÖREN ÖĞRENCİLERİN YABANCI DİL PROGRAMINA İLİŞKİN TUTUMLARI

194 YAŞAR, Şefik. Uzaktan Öğretim Sistemiyle Öğ renim Gören Öğrencilerin Yabancı Dil Programına İlişkin Tutumları= Attitutes of Students Who Are In Distance Education Process Towards Foreign Language Teaching, Ankara Üni versitesi Sosyal Bilimler Enstitüsü, Ankara,1985 (Unpublished Master Thesis), Turkey.

In this study, firstly, attitudes of the students who are in distance education system towards Foreign Language Programme were investigated. Secondly, obtained attitudes through attitude scale were interpreted in respect for curriculum development. Finally, suggestions of the students concerning with the current programme were required.

The population of the study consists of the students who are attending Anadolu University Open Education Faculty and the sample of the study is 5 percent of those, namely 595 students, who are attending Open Education Faculty during 1984-85 educational year. In order to get knowledge about the attitudes of the students, a Likert type attitude scale was developed and given to the students.The findings of the study are as follows:

* The attitudes of the students were different from each other in terms of sex, graduation of the high school type, the foreign language that was studied during high school. Additionaly, the attitudes of the students were also different from each other in respect for watching English programmes on TV and listening to similar radio programmes.
* Students learn the foreign language for instrumental and integrative purposes.
* Almost all of the students (94%), suggest that the activities which will help their improvement in spoken skills ought to be employed.

UZAKTAN ÖĞRETİM SİSTEMİNDEKİ ÖĞRENCİLERİN YABANCI DİL ÖĞRETİMİNE İLİŞKİN TUTUMLARI

195. YAŞAR, Şefik. "Uzaktan Öğretim Sürecindeki Öğrencilerin Yabancı Dil Öğretimine İlişkin

Tutumları=Attitutes of The Students who Are In Distance Education Proce ss Towards Foreign Language Teaching", Anadolu Üniversitesi **Eğitim Fakültesi Dergisi**, 2, 2: 227-233.,1989, Eskişehir, Turkey.

In this article, firstly the importance of being familiar with student attitudes was emphasized in order to develop more functional foreign language teaching. Then the findings of the study named "Attitudes of the Students Who are in Distance Education System Towards Foreign Language Programme" by Ş.Yaşar (1985) were summarized. The findings of the study mentioned above are as follows:

* The attitudes of the students were different from each other in terms of sex, graduation of the high school type, the foreign language that was studied during high school. Additionally, the attitudes of the students were also different from each other in respect for watching English programmes on TV and listening to similar radio programmes.
* Students learn the foreign language for instrumetal and integretaive purposes.
* Almost all of the students (94%), suggest that the activities which will help their improvement in spoken skills ought to be employed.

UZAKTAN ÖĞRETİM SİSTEMİ ÖĞRENCİLERİNE KÜTÜPHANE DESTEK HİZMETLERİ VE ÖNERİLER

196 YILMAZ Adnan "Uzaktan Öğretim Sistemi Öğrencilerine Kütüphane Destek Hizmetleri ve Öneriler=Supportive Library Services to Students in Distance Education Sys-

tems and Suggestions", **Türkiye 1. Uluslararası Uzaktan Öğretim Sempozyum Bildiriler**, Milli Eğitim Bakanlığı-FRTEB, 12-15 Kasım 1996, pp. 683-691, Anka ra, Turkey.

In this study, the degree of benefits of library support ser vices to the students in distance education and the role and the function of this issue were investigated in terms of the system and students when the library support services and distance education programs were consist ent with each other.

ANADOLU ÜNİVERSİTESİ AÇIKÖĞRETİM FAKÜLTESİ EĞİTİM ÖNLİSANS PROGRAMINDA YAYIMLANAN TELEVİZYON PROGRAMLARININ YAPIMI ÜZERİNE BAZI NOTLAR

197 YÜKSEL, A. Haluk. "Anadolu Üniversitesi Açıköğretim Fakültesi Eğitim Önlisans Programında Yayımlanan Televizyon Programlarının Yapımı Üzerine Bazı Not lar=Some Notes on TV Course Productions Which Were Produced By Anadolu University Open Education Faculty For Teacher Training", **Milli Eğitim**, 74: pp. 48-61, 1987, Ankara, Turkey.

In this article it was emphasized that the basic aim of mo dern education was to train manpower and specialization power in areas which the society needs, it was given a place to some explanations related about teachers' being individuals who had completed their higher educations in level of teacher training by also using mass communication media which are applied by studies of Anadolu University OEF and it was touched to the subjects of con-

struction process of TV programs prepared for in-service Teacher Program and some statistical data about these.

AN EVALUATION OF THE IMPACT OF INTERACTIVE VIDEO SYSTEMS IN EDUCATION AND A MODEL FOR TURKISH DISTANCE EDUCATION SYSTEM -I

198 YÜKSEL, A. Haluk. "An Evaluation of the Impact of Interactive Video System in Education And a Model For Turkish Distance Education System-I", **Kurgu**, Anadolu Üniversitesi Yayınları Yayın No 546/3, S. 9, pp. 281-322, Aralık (December) 1991, Eskişehir, Turkey.

Technological developments are in the interest of educators since technological developments have the potential to make education more attractive, easier, more efficient and cheaper. Interactive video synthesises video and computer technologies. Interactive video point out the end of passivity in learning. This paper attempts to evaluate the impact of interactive video in education and to suggest a model for Turkish distance education system.

AN EVALUATION OF THE IMPACT OF INTERACTIVE VIDEO SYSTEMS IN EDUCATION AND A MODEL FOR TURKISH DISTANCE EDUCATION SYSTEM -II

199 YÜKSEL, A. Haluk. "An Evaluation of the Impact of Interactive Video System in Education And a Model For Turkish Distance Education System-II", **Kurgu**, Anadolu Üniversitesi Yayınları Yayın No 689/11, S. 11, pp. 257/280, Aralık (December) 1992, Eskişehir, Turkey.

This artile is continuing part of the mentioned above article 194.

EĞİTİM ÖNLİSANS RADYO PROGRAMLARININ ÖĞRETMEN GÖRÜŞLERİ AÇISINDAN DEĞERLENDİRİLMESİ

200 YÜKSEL, Coşgül. Eğitim Önlisans Radyo Programlarının Öğretmen Görüşleri Açısından Değerlendirilmesi=An Evaluation of Radio Programs Which Were Produced by Open Education Faculty From Points of Teachers View in Teacher Training", Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü, 1990, (Unpublished Master Thesis), Eskişehir, Turkey.

This study was done to evaluate the radio programs that were prepared in the frame of Anadolu University Open Education Faculty Teacher Training Program in respects of the opinions by teachers. The study consists of four chapters. In the first chapter, it was touched to the subjects of development of teacher education in Turks; Higher Education Diploma for teachers who had not graduated from universities; radio's functions and place in education, and basic principles in preparation educational radio programs. It was given a place to method in the second chapter, findings and comments were given in the third chapter, and summary, judges and suggestions took place in the fourth chapter.

As a result it was indicated that besides the inapropriateess of broadcasting hours, being identical of program contents and books it becoms effective for teacher training programs success, and although the rate of people who are saying that they know how to use radio in distance education, they do not know anything about it.

YÖRESEL AÇIKÖĞRETİM

201 YÜKSEL, Mehmet. "Yöresel Açıköğretim Önerisi= A Suggestion of Regional Open Educati on", **Uzaktan Öğretim,** Uzaktan Öğretim Vakfı Yayınları, S. 1, Yaz (summer), 1997, s. 25-28, Ankara , Turkey.

Today's Turkish universities, eventhough approxitamely, do not meet the demand of people for higher educatioh. Because some disadvantages, The Open Education Faculty of Anadolu Üniversity is also in an adequate situtation. It is proposed in the present article that Local Open Universities,

* Can direct the people to the programmes they want,
* Can decrease the quality and quantity differences between old and newly established universities,
* Can provide more education facilities for people,
* To lessen the burden of expenses on people and the state.

These universities will serve on broadcast base and to be accessed by the local area; they give chance the people to practice in labs and other opportunities. These higher educational institutions will provide students/tutosr interacti ons; for dilligent students who enlisted the open-air program mes, will be accepted privileged formal educati on programmes in upper grades of universities.

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CHAPTER IV

OTHER PRINTED MATERIALS PUBLISHED DEAL WITH THE OPEN EDUCATION FACULTY

BROUCHERS

Açıköğretim Fakülteniz ve Siz=Your Open Education Faculty And You, Eskişehir, 1982, Turkey.
Açıköğretim Fakülteniz ve Siz=Your Open Education Faculty And You, Eskişehir, 1983, Turkey.
Açıköğretim Fakülteniz ve Siz=Your Open Education Faculty And You, Eskişehir, 1984, Turkey.
Anadolu Üniversitesi Açıköğretim Fakültesi EÖP Albümü=Album of The Anadolu University The Open Education Faculty **Teacher Training** Program, Eskişehir, 1986, Turkey.
Televizyon ile Eğitim Enstitüsü=Institution of The Education By Television, Eskişehir, İTİA Basımevi, 1973, 13s.
The Open Education Faculty of Anadolu University, Eskişehir, Second Edition, 1988, Turkey.

NEWSPAPERS

Anadolu, Açıköğretim Fakültesi İletişim Gazetesi=**Anadolu**, Newspaper of The Open Education Faculty, Şubat 1983, Turkey, Yıl 1, Sayı 1.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Turkey, Mart 1983, Yıl 1, Sayı 2.
Anadolu, Açıköğretim Fakültesi İletişim Organı=**Anadolu**, Newspaper of The Open Education Faculty, Nisan 1983, Turkey, Yıl 1, Sayı 3.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Mayıs 1983, Turkey, Yıl 1, Sayı 4.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Haziran 1983, Turkey, Yıl 1, Sayı 5.

Anadolu, Açıköğetim Fakültesi İletişim Organı, **Anadolu** Newspaper of The Open Education Faculty, Temmuz1983, Turkey, Yıl 1, Sayı 6.
Anadolu, AçıköğretimFakültesi İletişim Organı=**Anadolu**, Newspaper of The Open Education Faculty, Eylül 1983, Turkey, Yıl 1, Sayı 7.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Ekim1983, Turkey, Yıl 1, Sayı 8.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Kasım 1983, Turkey, Yıl 1, Sayı 9.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Aralık1983, Turkey, Yıl 1, Sayı 10.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Ocak 1984, Turkey, Yıl 2, Sayı 11.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Şubat 1984, Turkey, Yıl 2, Sayı 12.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Mart 1984, Turkey, Yıl 2, Sayı 13.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Nisan1 984, Turkey, Yıl 2, Sayı 14.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Mayıs 1984, Turkey, Yıl 2, Sayı 15.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Şubat 1985, Turkey, Yıl 3, Sayı 16.
Anadolu,Açıköğretim Fakültesi İletişim Organı=**Anadolu**, Newspaper of The Open Education Faculty, Mart 1985, Turkey, Yıl 3, Sayı 17.

Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Nisan 1985, Turkey, Yıl 3, Sayı 18.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Mayıs 1985, Turkey, Yıl 3, Sayı 19.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Haziran 1985, Turkey, Yıl 3, Sayı 20.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Kasım1986, Turkey, Yıl 4, Sayı 21.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Nisan 1987, Turkey, Yıl 5, Sayı 22.
Anadolu, Açıköğretim Fakültesi İletişimOrganı=**Anadolu**, Newspaper of The Open Education Faculty, Nisan 1988 Turkey, Yıl 6, Sayı 23.

GUIDES

Anadolu Üniversitesi Açıköğretim Fakültesi, Eğitim Önlisans Programı Kılavuzu=Guide For Anadolu University Open Education Faculty Teacher Training Program, Eskişehir, 1986, Turkey.
Anadolu Üniversitesi Öğrenci Kılavuzu=General Guide For The Students of Anadolu University, Eskişehir, Turkey.
T.C. Anadolu Üniversitesi Açıköğretim Fakültesi Merkezi Açıköğretim Programları, 1982-1983 Öğretim Yılı Öğrenci Kılavuzu=Guide For The Students of Anadolu University Open Education Faculty in 1982-83 Academic Year, Eskişehir, 1983, Turkey.
T.C. Anadolu Üniversitesi Açıköğretim Fakültesi Merkezi Açıköğretim Programları 1983-1984 Öğretim Yılı Öğrenci Kılavuzu=Guide For The Students of Anadolu

University Open Education Faculty in 1983-84 Academic Year, Eskişehir,1984, Turkey.

T.C. Anadolu Üniversitesi Açıköğretim Fakültesi Merkezi Açıköğretim Programları 1984-1985 Öğretim Yılı Öğrenci Kılavuzu=Guide For The Students of Anadolu University Open Education Faculty in 1984-85 Academic Year, Eskişehir,1985, Turkey.

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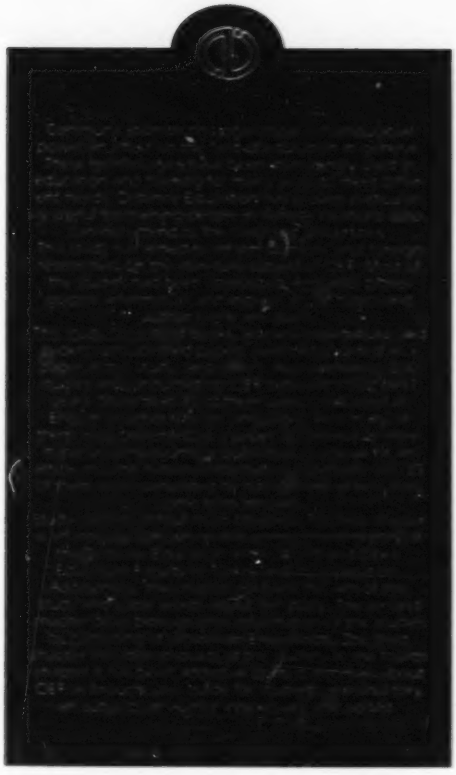

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